S. HRG. 99-636

TO REAUTHORIZE THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978 AND THE NAVAJO COMMUNITY COLLEGE ACT

HEARING

BEFORE THE

SELECT COMMITTEE ON INDIAN AFFAIRS
UNITED STATES SENATE

NINETY-NINTH CONGRESS

SECOND SESSION

ON

S. 2095

TO REAUTHORIZE THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978 AND THE NAVAJO COMMUNITY COLLEGE ACT

MARCH 20, 1986

WASHINGTON, DC

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TO REAUTHORIZE THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978 AND THE NAVAJO COMMUNITY COLLEGE ACT

THURSDAY, MARCH 20, 1986

U.S. SENATE,
SELECT COMMITTEE ON INDIAN AFFAIRS,
Washington, DC.

The committee met, pursuant to notice, at 2 p.m., in room 428-A, Russell Senate Office Building, Hon. Mark Andrews (chairman of the committee) presiding.

Present: Senators Andrews, Gorton, and Murkowski.

Staff present: Peter S. Taylor, staff director; Max Richtman, minority staff director; Mary Jane Wrenn, special counsel; Virginia Boylan, staff attorney; Debbie Storey, staff attorney; Sheila Rogan, professional staff member; Clara Spotted Elk, professional staff member; Irene Herder, staff secretary; and Lynn Toledo, staff secretary.

Mr. ANDREWS. Ladies and gentlemen, we are here today to receive testimony on S. 2095, a bill to reauthorize the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College Act.

On February 25, I introduced S. 2095. Joining me in sponsoring this bill were 10 of my colleagues, all of whom are firm supporters of the tribal colleges.

S. 2095 simply reauthorizes current law through fiscal year 1990. As some of you may recall, in 1983, Congress amended the Tribally Controlled Community College Assistance Act of 1978 in addition to reauthorizing the program through fiscal 1987.

The 1983 amendments provided for a new method of counting students to better reflect enrolled students; authorized forward funding for the programs to provide a more stable base of funding and advance notice to the schools of the operating moneys for any one school year; authorized the establishment of an endowment program to be matched equally by Federal and tribal and/or private dollars raised by the colleges; and provided for a GSA study of construction needs and authorized funding to meet these needs.

To date, not one of the 1983 amendments has been implemented by the Bureau of Indian Affairs. The BIA has failed to establish regulations, or even to publish proposed regulations for comment, to implement the new Indian student count methodology and the endowment program.

GSA has not conducted the needs assessment of facilities and thus the BIA has not requested moneys for new construction. There has been no request nor estimate for forward funding in any of the BIA's proposed budgets since passage of Public Law 98-192.

It is my hope that our movement to reauthorize the college programs now, instead of waiting until next year, will provide an incentive to BIA to promulgate regulations implementing the 1983 amendments.

The tribal colleges have come a long way in the past few years. In spite of the obstacles they have faced with a decrease in Federal funding, lack of forward funding, and the like, they have grown in number from the 18 colleges in 1983 to 20 schools, with another one to open next fall. Two colleges now offer 4-year programs. Nine schools are fully accredited, six are in candidacy status, and five are in precandidacy status. These schools offer associate degrees in science, nursing, arts, science and applied science, vocational certification and bachelor of science degrees.

I applaud the work of the colleges, and I know that they will continue to serve the Indian communities by providing excellent educational opportunities and encouragement to all of the young Indian men and women who will one day enter their doors.

[Senator Melcher's opening statement, the opening statement of Senator Simon, and the text of S. 2095, follow:]

STATEMENT OF SENATOR JOHN MELCHER

Good afternoon, ladies and gentlemen. The purpose of the hearing today is to receive testimony on S. 2095, a bill to reauthorize the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College Act. This law provides the basic support for the operation of postsecondary institutions on Indian reservations.

There are now 20 tribal colleges, seven of which are in my state of Montana. I am proud to report that there is an eligible institution of higher learning on each of the seven reservations in Montana, the most recent addition being Stone Child Community College on the Rocky Boy Reservation which just was determined eligible last month.

The most important aspect of these colleges is that they are operated by the tribes themselves with Boards of Regents made up primarily of Indians who are tribal members and who live on the reservations. The success of these colleges in providing culturally relevant curricula to Indians where they live has far surpassed what we initially expected in adopting the original 1978 law. For example, dropout rates are significantly lower for students at these colleges than for those who attend traditional colleges. A large number of graduates become employed on the reservations, thus benefitting the entire community with their skills and education. Many graduates of two-year institutions go on to receive Bachelor's and Master's degrees at other colleges. Of the 20 colleges, two now offer 4-year programs; 7 are accredited by the same accrediting institutions that accredit state and private colleges; 7 are candidates for accreditation and 6 are in precandidacy status. This, by any measure, is impressive; it has been less than 8 years since the authorizing legislation was originally passed. And these colleges offer more than degrees to students: they serve as academic, cultural and resource centers for the entire reservation communities.

This bill provides for needed reauthorization to assure the colleges a stable funding base so they can continue to build their programs and provide needed postsecondary training and skills to Indian people. Title II of the bill reauthorizes program support for the Navajo Community College. I am pleased to have been a sponsor of the original act and the 1983 amendments. I am equally pleased to sponsor this bill to extend authorization through 1990. It is a program that all Americans can be proud of, a program where federal dollars are very well spent.

I would like to thank the Chairman for scheduling this hearing so quickly. This will enable the Committee to report the bill within the next few weeks so we can promptly move on reauthorization.

STATEMENT OF SENATOR PAUL SIMON ON S. 2095

REAUTHORIZING THE TRIBALLY CONTROLLED INDIAN COMMUNITY COLLEGE ACT

Mr. Chairman, Members of the Select Committee on Indian Affairs, I am pleased to present testimony today on your bill to reauthorize the Tribally Controlled Indian Community College Assistance Act of 1978, and to extend the programs we created several years ago—during the last reauthorization in 1983—when I served as Chairman of the House Subcommittee on Postsecondary Education. That legislation, which enjoyed broad bi-partisan support in both bodies, is critical to the survival and development of the 20 tribally-controlled colleges and Navajo Community College.

These colleges struggle against all odds to be a resource for their tribes and the communities in or near Indian reservations. While they are not always the citadels of academic learning and possessed of ivy-covered buildings and huge football stadia—they represent an important resource for learning, for job skill development and for the preservation of the culture of our Native American population. They also represent a point of access to higher education for Indian young people, without which our abysmally low figures of Indian participation in higher education would be worse than the levels indicated by the most recent study by the Office of Minority Concerns of the American Council on Education. According to that report, 87,700 American Indians/Alaskan Natives were enrolled in higher education in the fall of 1982 out of a total enrollment of more than 1.6 million students. Unfortunately, most of the undergraduate Indian students are concentrated in two-year schools, and all too many of these student never complete their baccalaureate degree or pursue advanced studies as the chart below indicates:

AMERICAN INDIAN/ALASKAN NATIVES ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION, BY SEX AND ATTENDANCE STATUS OF STUDENT, AND CONTROL AND TYPE OF INSTITUTION: 50 STATES AND D.C., FALL 1982

Control and type	All students			Men			Women		
	Total	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time
Total, all institutions	87,700	44,742	42,958	39,887	21,694	18,193	47,813	23,048	24,765
Doctoral-level	12,462	8,925	3,537	6,194	4,605	1,589	6,268	4,320	1,948
Comprehensive	17,628	11,012	6,616	8,128	5,286	2,842	9,500	5,726	3,774
General baccalaureate	6,165	4,312	1,853	2,522	1,809	713	3,643	2,503	1,140
Specialized	1,768	1,327	441	961	760	201	807	567	240
Two year	47,893	18,236	29,657	21,318	8,833	12,485	26,575	9,403	17,172
New	1,784	930	854	764	401	363	1,020	529	491

The Tribally Controlled Community College Assistance Act currently provides operating and program support to twenty (20) Indian community colleges and Navajo Community College. Nearly all of these institutions are located on Indian reservations, and are accredited or are close to attaining this status. To assure continued progress in this direction, it is necessary to address the most pressing needs identified by the colleges themselves as well as the regional accrediting agencies. The Bureau of Indian Affairs, in its fiscal year 1982 annual report on the Tribal Community College Program reinforced the need for repair and construction of college facilities. Based on such needs, the primary focus of the last reauthorization was on the improvement and expansion of such facilities and the development of stable funding sources. Unfortunately, the Department of the Interior has done little or nothing to seek funding for or provide regulations for the implementation of these provisions. I have called this to the attention of Secretary Hodel in a February 4, 1986 letter, and I understand that the new Assistant Secretary has taken steps to publish new regulations to implement the construction and endowment building provisions of P.L. 98-192, the Tribally Controlled Community College Assistance Act Amendments of 1983.

P.L. 98-192 extended the authorization for the Tribally Controlled Community College Assistance Act through fiscal year 1987. The bill also contained certain important provisions to make substantial improvements in the existing Tribally Con-

trolled Community Colleges Program. Notable among these improvements are the following provisions:

A provision for "forward funding" placed Indian institutions on an equal fiscal and planning basis with non-Indian institutions funded under the Higher Education Act of 1965;

The amount authorized per full-time-equivalent student was adjusted for the fiscal years 1985, 1986 and 1987 to reflect cost-of-living increases (for the first time since the program started);

The method of computation of the number of students to credit to a school for the purposes of the formula was simplified;

Planning grants were authorized for tribes that wished to examine the possibility of establishing a community college;

New schools could not enter the program if this would reduce the per-student amount of the participating schools below 95% of the per student amount for the preceding year (the per student amount has been falling steadily each year since the program started. Further continuing reductions would seriously threaten the accreditation prospects, the program quality and even the continued existence of the participating schools);

Funds for new construction were authorized for fiscal years 1985, 1986, and 1987 on a matching basis (a 4-to-1 match, four parts federal to one part tribal);

Endowment funds were authorized at $5 million per year for fiscal years 1985, 1986 and 1987. Colleges participating in the program were made eligible for up to $350,000 per year on a one-to-one match, funds to be invested in a federally insured account and only the interest usable. This provision was designed to assist the colleges to begin tapping private sources of funding and to establish a stable, independent funding reserve; and

The bill provided for an assessment of existing and available structures and for renovation of useable structures for the colleges' use, where possible. A study of facilities was to be conducted by the General Services Administration, and a program of renovation, alteration, repair and reconstruction was to be instituted, in consultation with the Bureau of Indian Affairs, pursuant to that study. In the Statement of Managers, the conferees state: "It is the Conferees' expectation that the Department of the Interior will request appropriations sufficient for the General Services Administration to carry out the study." I clarified that the use of the term "study" when taken in context with the activities set forth in Section 11, was not exclusive, nor did it preclude requests by the Department of the Interior for funding of the other activities.

I want to commend Chairman Andrews and my friend, the distinguished Senator from Montana, who served as Chairman of this Committee for many years, for your outstanding work in developing this reauthorization legislation. I am certain that many of the tribal chairman and the presidents of all of the tribally-controlled colleges with whom I have worked—especially Dr. Joseph McDonald and Janine Windy-Boy Pease—are pleased with the leadership and commitment both of you have demonstrated on behalf of the Indian people.

I am pleased to join you and other members of the Committee as an original cosponsor of S. 2095 and look forward to working with you to ensure its enactment.

II

99TH CONGRESS
2D SESSION

S. 2095

To reauthorize the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College Act.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 25 (legislative day, FEBRUARY 24), 1986

Mr. ANDREWS (for himself, Mr. MELCHER, Mr. ABDNOR, Mr. BAUCUS, Mr. GOLDWATER, Mr. DECONCINI, Mr. PRESSLER, Mr. BURDICK, Mr. SIMON, Mr. INOUYE, and Mr. BINGAMAN) introduced the following bill; which was read twice and referred to the Select Committee on Indian Affairs

A BILL

To reauthorize the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College Act.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. OPERATION AND IMPROVEMENT GRANTS.

(a) AMOUNT OF GRANTS.—Paragraph (2) of section 108(a) of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1808(a)(2)) is amended to read as follows:

"(2) $5,820,".

(b) AUTHORIZATIONS.—Subsection (a) of section 110 of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1810(a)) is amended—

(1) by striking out "1985, 1986, and 1987" in paragraph (1) and inserting in lieu thereof "1987, 1988, 1989, and 1990", and

(2) by striking out "such fiscal years" in paragraphs (2) and (3) and inserting in lieu thereof "the fiscal years 1987, 1988, 1989, and 1990".

SEC. 2. ENDOWMENT PROGRAM.

Section 306 of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1836) is amended by striking out "1985, 1986, and 1987" and inserting in lieu thereof "1987, 1988, 1989, and 1990".

SEC. 3. NAVAJO COMMUNITY COLLEGE.

Section 5 of the Navajo Community College Act (25 U.S.C. 640c-1) is amended—

(1) by striking out "the fiscal year beginning October 1, 1984, and for the three succeeding fiscal years" in subsection (a)(1) and inserting in lieu thereof "each of the fiscal years 1987, 1988, 1989, and 1990", and

(2) by striking out "for any fiscal year" in subsection (b)(1) and inserting in lieu thereof "for each fiscal year".

○

Mr. ANDREWS. Our first witness this afternoon is Dr. Henrietta Whiteman, Director of the Bureau of Indian Affairs Office of Indian Education Programs, Department of Interior.

Welcome, doctor. I understand that this is your first time testifying before Congress, and I assure you that this committee shares your concerns about educational opportunities for Indian people.

If you would like to summarize your statement, we will include the written statement in today's record—the whole statement, just as though you had given it—every word.

Mr. MURKOWSKI. Mr. Chairman?

Mr. ANDREWS. Senator Murkowski.

Mr. MURKOWSKI. I wonder if I may just comment briefly.

Mr. ANDREWS. You certainly may, Senator.

Mr. MURKOWSKI. Unfortunately, Alaska does not have any tribally controlled community college programs, but I want to indicate my support for this hearing, and it will be interesting to hear the comments from the BIA as to the inability up to this time of any action oriented toward the subject you brought up.

Mr. ANDREWS. I have a card here. Is there a Mark Jacobs with us today? He happened to have dropped by the committee earlier and left a card. He is the third vice president of the Tlinget Haida Central Council, and if he is here, I wanted to recognize him, but I see he is not.

Mr. MURKOWSKI. Mr. Chairman, I am going to have to excuse myself at some point in time, but I look forward to hearing the witnesses.

Mr. ANDREWS. Thank you, Senator.

Dr. Whiteman, you may proceed.

STATEMENT OF HENRIETTA WHITEMAN, DIRECTOR, OFFICE OF INDIAN EDUCATION PROGRAMS, ACCOMPANIED BY ESTHER WHALEN, BRANCH CHIEF, BRANCH OF POST SECONDARY EDUCATION, OFFICE OF INDIAN EDUCATION PROGRAMS, BOTH OF THE BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR

Ms. WHITEMAN. Good day, Mr. Chairman, and members of the committee.

I am pleased to be here today to discuss with you S. 2095, a bill to reauthorize the Tribally Controlled Community College Assistance Act and the Navajo Community College Act.

We support enactment of S. 2095, which reauthorizes titles I and III of the Tribally Controlled Community College Assistance Act, Public Law 95-471, and the Navajo Community College Act for 3 years.

It is the policy within the Department of the Interior to support and to encourage the establishment, the operation, and the improvement of tribally controlled community colleges so as to ensure continued and expanded opportunities for Indian students. Since the implementation of Public Law 95-471 in 1979, 14 of the 19 tribal colleges currently funded under the new law have become accredited or candidates for accreditation.

In fiscal year 1985, 437 students graduated from these institutions with an additional 75 graduating from Navajo Community

College, which is funded under a separate act. A list of the colleges and pertinent data is attached to my prepared statement.

The minimum requirement for funding of the tribally controlled community colleges under the Tribally Controlled Community College Assistance Act is a positive eligibility determination. The process begins with the tribe submitting an application to the Office of Indian Education Programs. An on-site visit is made to conduct the eligibility study. A feasibility study model is used as the standard instrument in making a determination for eligibility.

First, the model requires evidence that organic documents and legal requirements outlined in the act are met.

Second, it requires evidence of harmony between the needs outlined by the tribe and the goals, philosophy and plan of operation of the colleges.

Third, that the curriculum is in harmony with the goals and the objectives of the tribe;

Fourth, that the institution has a system for identifying full-time and part-time students in attendance;

Fifth, of the absence of alternative education sources;

Sixth, of the presence of a reasonable number of students;

Seventh, of the existence of sufficient facilities to meet the needs of the student body;

Eighth, that the existing staff is adequately providing the services offered by the college; and

Ninth, that the college has adequate funding to support its proposed program and that available resources are managed in an efficient and accountable manner.

The Director, Office of Indian Education Programs, has the final responsibility for determining whether the college is feasible; that is, whether there is justification to encourage and maintain the tribally controlled community college.

The Assistant Secretary for Indian Affairs has the final determination in the event of a negative finding. Technical assistance is provided to assist the tribal colleges in gaining full accreditation and maintaining quality cost-effective program operations.

The Navajo Community College Act authorizes funding for that college on a needs basis rather than a student count. We are currently working with the college to draft regulations to provide a more systematic way of determining appropriate funding levels for Navajo Community College.

In summary, we support our tribal colleges and are pleased with the progress that they have made in their development since the inception of Public Law 95-471. We are pleased to support this reauthorization bill.

This completes my prepared statement. I would be more than happy to answer any questions that you may have of me.

Mr. ANDREWS. Thank you, Dr. Whiteman. It is gratifying to see your statement of support for this concept. Maybe things are going to begin to move now with you on board.

I understand that you recently met with representatives of the tribal colleges about the draft regulations governing the Indian student count methodology. I am pleased, of course, that you are working with the presidents, and I am hopeful that they will be finalized in the near future.

What is the date that you feel these regulations will be ready for publication?

Ms. WHITEMAN. We are projecting a fall implementation of the regulations. We expect to have them back into the clearance process within 30 days.

Mr. ANDREWS. Was the issue of students' "satisfactory progress toward a degree" discussed during the meeting you had with the presidents?

Ms. WHITEMAN. Yes, it was, Mr. Chairman. We discussed that, and it will be addressed in the rules and regulations.

Mr. ANDREWS. What is the BIA's position on the meaning of this term?

Ms. WHITEMAN. Recognizing the principle of academic freedom, that determination is going to rest solely with the tribal community colleges consistent with any accreditation requirements.

Mr. ANDREWS. In other words, there is no difference between your position and the college presidents' position.

Ms. WHITEMAN. No; not in terms of academic freedom.

Mr. ANDREWS. The 1983 amendments authorized forward funding for the colleges. The BIA, as I pointed out, has never requested forward funding, nor has it provided an estimate of the dollars required if Congress is to begin forward funding the program.

Why has the Bureau failed to request forward funding? Have you found that out in the limited time that you have been there?

Ms. WHITEMAN. Mr. Chairman, the Bureau has not requested funding, nor has Congress appropriated sufficient funds to permit forward funding which would have a significant budgetary impact in the transition year. Inasmuch as Public Law 98-192 provides the authority to forward fund tribal colleges, I would consider this in the next budget cycle.

Mr. ANDREWS. Has the decision in the past been based solely on budgetary constraints, or did someone in the BIA oppose the concept of forward funding? You say it is a good idea.

Ms. WHITEMAN. Mr. Chairman, I cannot answer for anyone in the past, or the Bureau in the past, but it is certainly something I would be considering in the——

Mr. ANDREWS. You anticipate it will be in the budget request——

Ms. WHITEMAN. It will be considered.

Mr. ANDREWS. Title III of the Tribally Controlled Community College Assistance Act provides for an endowment program with a 50/50 match of Federal and college-raised dollars. This provision was added in 1983, and, to date, BIA has never requested dollars for this program, either.

Are you working on proposed regulations to implement title III?

Ms. WHITEMAN. The regulations that I discussed and worked out with representatives of the tribally controlled community colleges last week addressed the endowment portion of the law.

Mr. ANDREWS. When will these regulations be published for comment?

Ms. WHITEMAN. These same regulations are going to be included in the regulations I alluded to earlier. They will be put back into the clearance process within the next 30 days, and, when they are finally approved, then they will——

Mr. ANDREWS. Where have you been all this time? [Laughter.]

Ms. WHITEMAN. At the University of Montana, teaching Native American studies.

Mr. ANDREWS. I know, but we needed you down here, earlier on.

Ms. WHITEMAN. Thank you.

Mr. ANDREWS. When we amended the college act in 1983, we provided for a study of facilities by the GSA, and we authorized the Secretary to request construction moneys to meet the needs identified in the study. I realize that GSA has not conducted the study and will not do so unless they receive an appropriation earmarked for the study.

Has the BIA conducted any study of its own on the condition of facilities and need for replacement or renovation?

Ms. WHITEMAN. We have directed our field staff to cooperate with GSA. Unfortunately, the situation is that we have not identified a funding source, GSA wanting $1.2 million to conduct the study, and we are still trying to work out that particular funding issue.

Mr. ANDREWS. Do you think you can find out the necessary information without spending that much on a study?

Ms. WHITEMAN. We will certainly work with GSA and our facilities management office. They have already been asked to cooperate in this process earlier, as I understand, but we certainly could——

Mr. ANDREWS. And you will supply——

Ms. WHITEMAN [continuing]. Do that as an alternative to——

Mr. ANDREWS [continuing]. That factual information to the appropriate committees of the Congress.

Ms. WHITEMAN. Given time and the opportunity to do so, when GSA identifies those facilities.

Mr. ANDREWS. Well, that is right. And you are doing so well that I hesitate to say, don't take too long, because we have wasted too much time already.

Ms. WHITEMAN. I understand that, Mr. Chairman.

Mr. ANDREWS. Thank you.

Senator Murkowski.

Mr. MURKOWSKI. No; I have no questions, Mr. Chairman. I think the testimony of the witness is excellent. We look forward to the developing reality.

Mr. ANDREWS. Well, I appreciate very much your testimony.

I have some other questions which I will submit for written answers.

I would appreciate it if you would wait around in the audience for just a few minutes. Senator Melcher is on his way, and he may want to briefly ask some questions.

Ms. WHITEMAN. I certainly will. Thank you very much.

Mr. ANDREWS. We will now hear from representatives of title I tribally controlled community colleges. We have a panel: Joe McDonald, president of the American Indian Higher Education Consortium and the Salish-Kootenai College; Myrna Demarce, president of the Little Hoop Community College; and Sherman Marshall, vice president of Sinte Gleska College.

I welcome all of you. I know that you traveled here at great expense, time and money. We appreciate your coming here today to present your views on our bill to reauthorize the Tribally Con-

trolled Community College Assistance Act of 1978 and the Navajo Community College Act.

You know, we cannot get any better information than from you right out there.

Mr. McDonald, I understand that you are going to be presenting your views on this bill, as well as those of the consortium. The committee has received your written statement. It will be made a part of the record. If you want to proceed to summarize it in whatever way, we may have more time for questions.

Mr. McDONALD. Well, thank you, Senator.

I would like to submit this as an official copy for the record. I noted in the testimony as I was reading it, I made an error—or maybe we can blame it on the computer—but three accredited colleges were left out.

Mr. ANDREWS. Well, you probably will correct that when you hand it to the reporter.

Mr. McDONALD. Yes, I will. And then, also, we have a letter to Secretary Fritz that we included here.

Mr. ANDREWS. Good. Thank you very much.

And that will appear in the record as though you uttered every word of it.

Mr. McDONALD. Well, I do thank you.

And that will save you——

Mr. ANDREWS. That's right. You have a good listener.

STATEMENT OF JOE McDONALD, PRESIDENT OF SALISH KOOTENAI COLLEGE, AND PRESIDENT OF THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM, ACCOMPANIED BY MYRNA DEMARCE, PRESIDENT, LITTLE HOOP COMMUNITY COLLEGE; AND SHERMAN MARSHALL, VICE PRESIDENT, SINTE GLESKA COLLEGE

Mr. McDONALD. I want to thank you on behalf of the consortium and our college for having the hearing and giving us the opportunity to present testimony, and I would like, also, to thank the committee for their continued support that we have had in the development of the tribal colleges since way back before 1978.

It seemed like when we needed help, you have always been a good listening ear, and your people come to our rescue and help us, and we really do appreciate it.

The good-looking lady to my right is Myrna Demarce, the president of Little Hoop College.

Mr. ANDREWS. Oh, yes; she comes from Devils Lake.

Mr. McDONALD. Yes.

Mr. ANDREWS. I am biased, but that doesn't mean that we don't think you have a good deal to offer as well.

Mr. McDONALD. She is very cool and collected today.

Mr. ANDREWS. She is always cool and collected. That is the way you have to be when you live in North Dakota. Forty below eliminates the riffraff. [Laughter.]

Mr. McDONALD. I would also like at this time, on behalf of the consortium, to thank Dr. Whiteman for presenting the supportive testimony that she did in supporting the reauthorization.

Enough has been said about the rules not being implemented, and we have operated under the Public Law 95-471 rules and regulations since 1978. We made changes. Suggested changes are included in Public Law 98-192, and we think that those changes will make the legislation much more effective.

We have not had the opportunity to test them because of the rules and regs not being provided.

So, I speak for all the members of AIHEC, which include all of the tribally controlled colleges receiving funds under this act with the exception of Ganado, and we urge the passage of S. 2095 by Congress.

As you know, the tribal colleges have had considerable growth since the first year of the enactment of the law. We had somewhere in the area of 1,400 students, and this year we feel that at the end of the year we will have 3,100 students in the title I colleges. And this increase is, you know, kind of dramatic, and it is very positive, when you look at the colleges around the United States—particularly 4-year baccalaureate-degree-granting colleges—particularly in Montana—are in an era of kind of declining enrollments, and our enrollments are going up.

The colleges have flourished, and they have grown despite, you know, the fact that their classes are held in abandoned buildings, abandoned school buildings, abandoned BIA buildings that are in various stages of disrepair. And even though this has happened, the colleges have still continued to grow and have been able to attract students and provide quality education programs.

The colleges desperately need the construction provision that is included in the legislation.

The endowment programs are something that we desperately need, and many of the colleges are working on endowments, even without the legislation, but we need to implement the legislation regardless of what the appropriation may be.

We need to start, to get started someplace. The endowment—there are many areas that can help the colleges; that can help them in general operation and scholarships and building programs, specialized equipment. There are just many, many ways that an endowment can be used.

We don't have the rich alumni that Harvard and Yale and maybe UND have, but we do think we can raise the money.

Mr. ANDREWS. Those men will love you. [Laughter.]

We do feel that we can raise money if the opportunity is provided and if we can get the match, it will increase our efforts tremendously and the results even more. So I think if this provision is implemented, that you would see endowment programs begin and start in every one of our colleges.

Many of our colleges, as you know, have been making progress toward accreditation—just about every one of them—and today we have, I think, eight colleges that are accredited. When legislation was enacted, we just had Navajo and D Q University in California that were accredited, and since that time we have added Sinte Gleska, Ogalala, Lakota College, Blackfeet Community College, Turtle Mountain Community College, Standing Rock Community College, and my college, Salish Kootenai.

Many of the colleges have made progress toward candidacy, and we have four schools that have not yet attained candidacy, but they are in the process of making application to get into the candidacy process.

It is a difficult task to achieve candidacy and then go from candidacy to accreditation, and, once accredited, the task does not end there. It is difficult, and you have to continue to work to maintain accreditation.

We need the support of Congress and the support of the administration if we are going to continue to maintain our accreditation, and if those that do not have accreditation are going to make reasonable progress toward it.

In Montana, all seven of our reservations have tribal colleges now. In North Dakota, all four reservations have tribal colleges. Five reservations in South Dakota are served by tribal colleges. In the State of Washington, we have Lummi. In Wisconsin, we have Lac Courte Oreilles. Navajo Community College serves the Indian people in four States, and D Q University is located in California.

I sincerely thank you, Senator, and the panel for giving me this opportunity. And, at this time, I will turn it over to my colleague.

Mr. ANDREWS. We appreciate your statement, and you have added a great deal of substance to our arguments. Ms. Demarce, it is great to have you here.

Ms. DEMARCE. Thank you.

Mr. ANDREWS. Would you proceed? I understand you are going to be testifying on behalf of all of our four tribal colleges in North Dakota. I am pretty familiar with these schools and have had the pleasure over the years of visiting with the students and the faculty at these fine facilities.

Your written statement will be made a part of today's record, and you can summarize your views in whatever way you choose. We would appreciate it. We would have more time, then, for questions.

The thing, I think, that this committee and the Congress and the people of this country want to do is to provide opportunity for Indians, and we found that community colleges do just that. Programs such as INMED, which, of course, you are aware of, are the best way of training doctors from our Indian population, doctors that want to go back to the reservation.

My own daughter graduated from medical school a year or two ago, and she found that—I think there were three or four INMED students in her class—these INMED students were the top students in the class, which is a tribute to their ability, but they were uniformly about 10 years older than their classmates, which testifies to the fact that it takes a while to catch them up with the others. But it shows that the community college concept and other concepts that we have been trying to put together are indeed and in fact working, and these individuals will be among the best trained and most able doctors you can find. And, of course, they will go back to their people.

This is what we want to continue, and I applaud you for the job that you are doing in my own State.

Ms. DEMARCE. Thank you.

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STATEMENT OF MYRNA DEMARCE

Ms. DEMARCE. I would like to thank you for the opportunity to present testimony on behalf of the North Dakota tribal colleges.

There are four colleges: Standing Rock Community College; Fort Berthold; Turtle Mountain Community College; and Little Hoop Community College.

Our colleges have the obligation of providing direct community service to the tribe. It is our philosophy that each individual is entitled to an education.

The colleges prepare our people for employment, for a better salary within their present job, to transfer to a 4-year college, and, I think most important, a wide range of programs that provide liberal and professional education with the opportunity to enrich the lives of every tribal member.

We firmly believe that if we are to realize self-sufficiency, higher education must be essential. The colleges have been, and will continue to be, the best investment for Indian citizens.

The North Dakota colleges offer accredited programs of study. Turtle Mountain Community College is what is termed fully accredited. Standing Rock Community College is fully accredited. Little Hoop Community College and Fort Berthold are candidates for accreditation.

The North Dakota colleges also stimulate the economy of their community, provide role models to other Indian people, provide relevant curriculum, and I guess one of the most important things is that we offer individual instruction to students because of the small size, and we also retain community involvement and commitment.

The North Dakota colleges would like to thank you for your support in the past and for your continued support.

Mr. ANDREWS. Thank you very much for the significant work you are doing in this very, very important area.

Next is Mr. Marshall. If you have a written statement, we will be pleased to make it a part of the record, and we welcome you here today and are looking forward to your comments.

STATEMENT OF SHERMAN MARSHALL

Mr. MARSHALL. Thank you, Mr. Chairman.

Basically, I will be speaking on behalf of Sinte Gleska College. Also, I will be addressing some of the problems that are common to other community colleges in South Dakota.

I would like to briefly highlight certain areas that are contained in the written testimony.

Over the past few years, Sinte Gleska College has experienced an academic expansion brought on by an increasing student population, and this, in turn, produces a need for more academic programs and services to the students. Also, our enrollment is expected to rise further.

However, as the student population has expanded, there has been a corresponding decrease in funding support. This decrease in funding support jeopardized the quality of academic programs. It limits our staff, and it limits our resources to support the students. It also hinders efforts to offer needed services that directly affect

students, such as library resources, the provision of a busing program, and other student services.

All of this comes at a time when more people on the reservation are beginning to take advantage of the community college.

I would like to briefly highlight at this time the successes of Sinte Gleska College and the importance of the tribal community colleges.

Since 1980, Sinte Gleska College has graduated 31 persons with the bachelor's degree. Twenty of these are in the elementary education area, and these individuals are now serving in the reservation schools as teachers and administrators. Nine have graduated in the area of mental health and work in the social services area. Two are in the criminal justice area. One is an associate tribal judge at this time.

Five of the 31 bachelor graduates have gone on to get graduate degrees, and 3 are currently pursuing graduate studies.

I have personally experienced the importance of the reservation-based college. I graduated in 1980 as the first person to receive a bachelor's degree from a tribally controlled community college. I graduated from law school in 1984, and I am licensed to practice in the tribal court and the State and Federal courts.

I currently serve as the vice president of Sinte Gleska College, which provides not only a management function but also a role model for the students on the reservation.

I do not think that I could have gone ahead with my educational pursuits without Sinte Gleska College. At the time I attended classes there, I received a lot of support from the staff. Previous to that, I had gone to school off the reservation. I had a hard time making it. With the college there, I was able to get my 4-year degree basically over an 8-year period. I was working full-time at the time.

Since several of my instructors were in the legal field, they advised me to go to law school, and I did. I am glad that I am able to come back to the tribe and serve.

Also, we have had 120 graduates at the associate degree level, and many of these are beginning to go on to a 4-year program. They are not only staying at our school, but many of them have transferred to other 4-year institutions.

I spoke to a former student who is now at the University of South Dakota, and she described her experience at the college as a positive one. She feels that with her background there she will have no problems getting a 4-year degree in criminal justice.

What this boils down to is that there are graduates who are now in the elementary schools, in the social services programs and tribal administration, and the college. This produces a positive impact on the reservation, and people know the opportunity is there to have access to an education not only for themselves but for the tribe as a whole.

But despite these advancements, we still have a major concern as to funding. As far as funding goes, we greatly urge forward funding for some basic reasons. One is that we need to be able to plan down the road, not for a year at a time, but to plan successive years. For example, with staff contracts, in March we let out our letters of intent, and in May we send out our contracts, but generally we do

not know exactly how much money we will have and whether our programs will be able to continue for the whole year or not.

Also, our budgeting process is hard to manage or to build a budget when we do not know what our income is going to be until 9 months after we are into it.

The budgeting process has a great impact on the academic and fiscal planning for the college as well as fiscal management and academic management.

We greatly favor forward funding. Also, as far as facilities go, we certainly would like to see some money down the line for the facilities. With burgeoning enrollment, our facilities are really overloaded right now. We have tried to make the best of it, but it is hard to manage.

We are also trying to build an endowment, and that portion of the new law would certainly go a long way to help us build that endowment.

Sinte Gleska College is certainly proud of its accomplishments and is dedicated to the philosophy that ensures expanded educational opportunities for present and future students on the rolls of the reservation.

With that, I will conclude.

Mr. ANDREWS. Thank you very much, Mr. Marshall. We appreciate your testimony.

I understand that some of the college presidents met with Dr. Whiteman—you may have heard me visiting with her about this—concerning the proposed regulations governing the implementation of the Indian student methodology. The term "satisfactory progress toward a degree" appears to be an issue of concern to both the BIA and the colleges.

I would like to know what the position of your consortium and the colleges is on this term.

Mr. MCDONALD. Well, we recognize that there is a need for satisfactory progress, and there is a requirement in title IV of the financial aid.

Mr. ANDREWS. How do you define satisfactory progress? Are we talking about some imaginary thing out there? What is satisfactory progress?

Mr. MCDONALD. Well, you want them to come in to college and depending on their level of what skills they have when they come, and how much remediation they need, if they are students that need extra help, you would want them to not be a permanent student there, but work regularly, and work their way through school.

We define it at our school that if it is a 2-year program, and they come full time, we expect them to enter and leave with their degree in 3 years, and if they are a half-time student, and it is a 2-year program, 6 years. That is the way we define ours.

We wanted to have the regulations developed so that it gave each college some flexibility, depending on their situation, and assuring their academic freedom, being able to define this and not have something cut and dried.

I guess I would turn this over to other members of the panel.

Mr. ANDREWS. Do you have some ways of measuring this satisfactory progress? It is something that we have got to get defined in

order to answer the questions that have been raised. As you know, Ms. Whiteman said she felt that you were in agreement on it.

Mr. McDONALD. Yes.

Mr. ANDREWS. And if we take this bill to the floor, based on, shall we say, the difficulty we have in passing anything these days, with Gramm-Rudman and other constraints, we do not want somebody coming at us and say, look, 90 percent of these students are not making progress at all. We need to know that they are making progress, perhaps half as fast as a normal student in a normal college, but, after all, that is what these community colleges are for.

Mr. McDONALD. That is right.

Mr. ANDREWS. Do you have a way of measuring it? Have you got something that we can—you know, the reason we hold these hearings is to give us the information, because good ideas do not come from Washington; they come from out in North Dakota, South Dakota. Every now and then, they even come from Montana. [Laughter.]

But we want to find out, in your terms, what the answers are to these questions so we can answer them when our colleagues get up on the floor and say, "Hey, Mark, why are you coming up with this community college? We have got other needs in education. These students are not, you know, making the progress they ought to." Have you agreed upon a yardstick? Can you agree upon a yardstick? Do you have one in mind? Will you have it established within a couple of months?

Mr. McDONALD. I do not think that throughout the colleges in America there is one determination. All we ask is that we do not have any more restrictions put on us than Devils Lake Community College has put on them.

We would like to have the same type of——

Mr. ANDREWS. Well, let's be frank about it. You need little bit more leniency, because you are bringing to students that have not had the background—many of them—that the average student has going into higher education, and we want to—the reason I have supported the community colleges near our reservations is because I perceive them as meeting a need for, in a sense, a half-way house in education, to move students up to having the capability of doing what needs to be done.

Mr. McDONALD. That is right. Many of our students are first-generation students, the first ones to go to college. They are high-risk students. They need a lot of remediation in many cases—not always, but many—so we need to be able, each college, to address what it is for academic progress.

Sherman, do you have anything to say about that?

Mr. MARSHALL. As far as the definition, I am not sure, but I know we have, our college has set certain standards. For example, if you are going to go into a teacher education program, you have to have a 2.0 or a 2.5, I think, or better just to get into that program, and also each department has its standards. Most of them are set by the department and concurred with by the institution as a whole.

I would like to just add to, or agree with, Mr. McDonald in there that probably most of our students are first-generation, with 90-percent unemployment. You know, they are high-risk students.

They do need at times to have a second chance, a third chance—some of them, even depending upon the circumstances—I think the institution needs that flexibility to be able to determine that on its own.

We are accredited by North Central; we have to range within those standards.

Mr. McDONALD. Do you have anything to add, Myrna?

Ms. DEMARCE. Well, at Little Hoop Community College, we go by the programs that they want to get into. OK. Liberal arts, if they want to go on to a 4-year college, our bilingual program, we work with the university on that. We only accept students that test out at a 2.0—OK, if it is their first year, OK—but we do not expect that same standard for all of our students.

We individualize, and I guess that I would like to see language in there that leaves it up to the colleges, but we would have a policy stated in our catalog——

Mr. ANDREWS. You think you can develop that kind of a policy?

Mr. McDONALD. We all have them—we have them now. For accreditation purposes.

Mr. ANDREWS. Can you submit examples of that criteria on satisfactory progress toward a degree; just mail them to us here in the committee?

Mr. McDONALD. Yes; I brought a college catalog that has it in it.

Mr. ANDREWS. That would be a big help.

[At the request of Chairman Andrews, the following additional information was submitted by Mr. Marshall for inclusion in the record:]

GRADE POINT AVERAGE REQUIREMENTS

A student who fails to earn a cumulative GPA which is acceptable for his or her class level will be placed on either Academic Probation or Academic Suspension as determined by the Registrar's Office and the appropriate Departmental Chairperson. The applicable GPA requirements for each class level are listed below:

Class level:	*Minimum GPA Requirements*
Freshman (0–31 hours earned)	1.5
Sophomore (32–63 hours earned)	2.0
Junior (64–95 hours earned)	2.0
Senior (96 and above hours earned)	2.0

NOTE.—A 2.0 cummulative GPA is required to graduate at Sinte Gleska College.

Mr. ANDREWS. Now, as you know, the 1983 amendments provided for a study by the GSA of college facilities and authorized the Secretary to request funding for facility construction to meet the needs identified in the study.

GSA has not conducted such a study, does not plan to. Do you think it would be good to require the Bureau to conduct a study?

Mr. McDONALD. I think it would be excellent, so you would know exactly what we have and what exists out there, so, you know, a need could be determined of what it is.

Mr. ANDREWS. What are the facility needs as you see them?

Mr. McDONALD. Well, I am familiar with those in Montana and I know Blackfeet Community College has a tremendous need for facilities. There is a kind of converted—two converted buildings—one was a home, and one was a roller skating rink, and another one was an engineering building that, you know, they have done the

best that they can to provide facilities there. But there is a tremendous energy loss and inefficiency in the whole process.

I know that at Fort Peck Community College, Fort Belnap, they are very much in the same situation, and at Little Big Horn College in the Crow Reservation they are in some trailers, an abandoned tribal building, and an abandoned sewage treatment facility.

Mr. ANDREWS. Is there any possibility of using some of the high school facilities on the reservation in the afternoon, late afternoon, early evening?

Mr. MCDONALD. We have done that, but it limits you to just that. The full-time students would like to go to school during the day. It is good for part-time instruction, and most of us got started that way, using, you know, cooperative agreements. At one time, we did not have any buildings at all at our college. We used strictly all the schools, and it works, except that you are limited to an evening-type student.

Mr. ANDREWS. That is right.

Mr. MCDONALD. Myrna, do you have anything to add?

Ms. DEMARCE. Little Hoop Community College, I guess, is pretty well off as far as space. We are in the old elementary BIA school now. We have been there—this will be our second year—although we do not have use of what was the gym. That is used for the commodity building, and we are going to miss that. [Laughter.]

Mr. ANDREWS. Well, we appreciate your coming here today. I know the consortium will be meeting next week to review S. 2095, and the committee staff is going to attend your meeting, to answer any questions and to review your concerns with us, and please feel free to discuss any and all of your concerns with our staff, because we want this to be a good piece of legislation, one that addresses the needs of the colleges.

We have got the support of the administration, the BIA. We need your input to make it as cost-effective as we possibly can.

Thanks for coming here today.

Ms. DEMARCE. Thank you.

Mr. MCDONALD. Thank you very much, Senator.

Mr. ANDREWS. Our next witness is Dean Jackson, president, Navajo Community College.

I welcome Mr. Jackson. As we have said before, if you have a prepared statement, we will make it a part of the record and you may proceed by summarizing the statement.

STATEMENT OF DEAN C. JACKSON, PRESIDENT, NAVAJO COMMUNITY COLLEGE, TSAILE, NAVAJO NATION, AZ

Mr. JACKSON. Thank you, Mr. Chairman.

My name is Dean Jackson. I am president of Navajo Community College since 1979. Prior to that, I worked for the college for 3 years, so I have worked there a total of 10 years.

I want to thank you and the rest of the committee for introducing S. 2095, which will lead to the authorization of Public Law 98-192.

A tribally controlled community college represents an investment in the future of the Indian people through education, an education to me which is different in emphasis and format than what

has been imposed on us for over a century, but an education which is a term by the tribe according to their needs, philosophy, goal of the tribe, itself.

The Navajo Community College has been in existence for 17 years. In this very short time, it has made many progresses and many successes, although it is still a developing institution in comparison with some of the older century—older institutions now in existence.

The Navajo Community College is one of its kind, the only type of higher education institution in existence. It is unique because we emphasize the students' needs. Educators, as well as psychologists, tell us that in order to succeed, a student must experience confidence, self-esteem, and this is a foundation upon which Navajo Community College tried to structure education for its students.

This is a unique Navajo community college. We have our own Navajo and Indian studies where we emphasize identities, self-esteem, and the progress and the eliteness and pride in culture and heritage.

The Navajo Community College tries to untangle first the matrix of confusion created by Indian and Federal Government relationship over the centuries. We believe that this must be made known before we provide relevant education to the Indian people.

In this process we provide a liberal arts program, transfer program leading to AA/AS and AAS degrees. We also provide short-term workshops and conferences for entrants right now at this moment.

Dr. Peter Jaecker, the internationally renowned management expert, is conducting a 3-day workshop for tribal employees, tribal leaders, government employees, educational leadership. So we are bringing to the Navajo tribe and other people this type of education that only is in existence in other places.

We also provide developmental education, meaning that high school graduates that come to Navajo Community Colleges, we provide placement testing, and 80 percent of them need developmental courses of some type, mainly communication, math and science.

Throughout the years, Navajo Community College has touched 43,693 students, and in its 17-year history, it has graduated 863 students. A majority of them have transferred to 4-year schools, and the success rate of those students coming out of Navajo Community College is double that of students who go directly from high school to higher education.

The Navajo Tribe has recognized Navajo Community College as the higher education institution of the Navajos, whereby the Navajo Tribal Education Committee and the Navajo Tribal Council passed a resolution where the Navajo Community College is the coordinating agency or entity for all postsecondary and courses and programs that go on or are offered in the Navajo Nation.

The Navajo Tribe's recognition also is demonstrated by their appropriation on an annual basis of about $2 million for operation of the college. Navajo Community College enrollment per semester is something like 2,000, so we touch about 4,000 students each year. This is over half of what all of the Navajo Tribe students that will go on to seek higher education elsewhere.

Since 1980, and through 1987, if Gramm-Rudman takes its full effect, Navajo Community College will receive a budget cut of 80 percent.

So I try to bring out the positive side of Navajo Community College, its success and achievements. I want to commend the tribal leaders and Members of Congress. Throughout the years in their action which is historic and unprecedented in the passage of tribally-controlled community college. A tribally controlled community college is truly a college or educational institution controlled and directed by the tribes, themselves.

Last week, we sat down with the BIA education personnel for the first time since I have been president of the college, and everything that we talked about and planned about was positive.

So some of the problems that have been brought out here by my colleagues in terms of forward funding involvement will be addressed in the deliberation and discussion and plans of the rules and regulations for this legislation.

To be more specific, Navajo Community College would like to be on a needs basis. We had developed our own formula which includes Indian student counts, a formula or separate line item for maintenance and operation, and a separate line item for renovation and repairs for the $30 million facility that we have sitting at Navajo Community College.

Mr. Chairman, this will conclude my statement.

I appreciate the opportunity. Thank you very much.

Mr. ANDREWS. Thank you, Mr. Jackson.

Has the Bureau's budget request for NCC reflected the need basis by which NCC is to be funded?

Mr. JACKSON. No, sir; not since 1980. In 1980, there was an amendment made, which was Public Law 96-374, which put Navajo Community College on a needs basis, and this was also concurred by the present legislation, Public Law 92-189. But the rule and regulation to implement that has never been developed.

Mr. ANDREWS. I understand that.

During your recent meeting with Dr. Whiteman concerning the need for regulations to implement the 1983 amendment, was any commitment made by the BIA to finalize regulations governing Navajo's funding?

Mr. JACKSON. Yes, sir; we submitted our proposal, our recommended rule and regulation, and they took it and are going to study it, and hopefully we can discuss that tomorrow with them.

Mr. ANDREWS. Thank you very much, Mr. Jackson. As I said earlier, our committee staff is going to be available to work with you during next week's meeting Rapid City. We appreciate your coming here.

Our next witness, the final witness, is Suzan Harjo, the executive director of the National Congress of American Indians.

Ms. Harjo, if you have a written statement, we will include it in the day's record, just as though you had uttered it in its entirety.

Ms. HARJO. Thank you, Mr. Chairman.

STATEMENT OF SUZAN SHOWN HARJO, EXECUTIVE DIRECTOR, NATIONAL CONGRESS OF AMERICAN INDIANS

Ms. HARJO. I know of your personal long-time support of this legislation and the appropriations for the tribally controlled community colleges, and for the INMED Program and for the community colleges in your State, and those efforts are widely recognized and appreciated throughout Indian country.

I am delighted and relieved to be in a hearing situation of such accord and harmony on this vital legislation.

Mr. ANDREWS. So far, so good. The long knives might come out in a couple of weeks.

Ms. HARJO. That is right.

This is so rare in a matter involving the administration's position on an Indian issue, and I think this situation today is due in no small part to my Cheyenne sister, Dr. Henrietta Whiteman, who has been working with the tribal college presidents to develop a timetable for promulgation of the applicable regulations which have languished in the administration's labyrinthine system since 1983.

Just so we do not get rusty, I am going to reiterate our appropriations position in regard to the BIA's budget justification, which would reduce the tribal college appropriation by $432,000 from the fiscal year 1986 level.

We object to that.

We support an appropriation of $3,000 per FTE, which would result in an fiscal year 1987 appropriation of approximately $9.6 million.

We, of course, support this legislation, S. 2095. We support the tribally controlled community colleges as one of the most successful and encouraging developments in Indian country over the past 15 years. And, again, we thank you for your efforts and support.

Mr. ANDREWS. Thank you very much for the comments you made. In fact, I appreciate all the comments made by our witnesses today.

With your help, of course, we will be able to have a bill that will address the colleges' need.

We appreciate your coming here, and that concludes today's hearing.

In the absence of other Senators, they may have question for the record, but thank you.

[Whereupon, at 3:08 p.m., the committee adjourned, to reconvene at the call of the Chair.]

APPENDIX

Additional Material Submitted for the Record

STATEMENT OF DR. HENRIETTA WHITEMAN, DIRECTOR OF THE OFFICE OF INDIAN EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF THE INTERIOR WITNESS, BEFORE THE HEARING OF THE SELECT COMMITTEE ON INDIAN AFFAIRS, UNITED STATES SENATE, ON S. 2095, A BILL "TO REAUTHORIZE THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978 AND THE NAVAJO COMMUNITY COLLEGE ACT."

March 20, 1986

Good day, Mr. Chairman and Members of the Committee. I am pleased to be here today to discuss with you S. 2095, a bill "To reauthorize the Tribally Controlled Community College Assistance Act and the Navajo Community College Act."

We support enactment of S. 2095 which reauthorizes Titles I and III of the Tribally Controlled Community College Assistance Act (P.L. 95-471) and the Navajo Community College Act for 3 years.

The policy of the Department of the Interior is to support and encourage the establishment, operation, and improvement of tribally controlled community colleges to insure continued and expanded opportunities for Indian students. Since the implementation of P.L. 95-471 in 1979, 14 of the 19 tribal colleges currently funded under the law have become accredited or candidates for accreditation. In FY 1985, 437 students graduated from these institutions with an additional 75 graduating from Navajo Community College which is funded under a separate act. A list of the colleges and pertinent data is attached to my prepared statement.

The minimum requirement for funding of the Tribally Controlled Community Colleges under the Tribally Controlled Community College Assistance Act is a positive eligibility determination. The process begins with the tribe submitting an application to the Office of Indian Education Programs. An on-site visit is made to conduct the eligibility study. A feasibility study model is used as the standard instrument in making a determination for eligibility. The model requires evidence: (1) that organic documents and legal requirements outlined in the Act are met; (2) of harmony between the needs outlined by the tribe and the goals, philosophy and plan of operation of the college; (3) that the curriculum is in harmony with the goals and

objectives of the tribe; (4) that the institution has a system for identifying full-time and part-time students in attendance; (5) of the absence of alternative education sources; (6) of the presence of a reasonable number of students; (7) of the existence of sufficient facilities to meet the needs of the student body; (8) that the existing staff is adequately providing the services offered by the college; and (9) that the college has adequate funding to support its proposed program and that available resources are managed in an efficient and accountable manner.

The Director, Office of Indian Education Programs, has the final responsibility for determining whether the college is feasible, that is whether there is justification to encourage and maintain the Tribally Controlled Community College. The Assistant Secretary for Indian Affairs has the final determination in the event of a negative finding. Technical assistance is provided to assist the tribal colleges in gaining full accreditation and maintaining quality cost effective program operations.

The Navajo Community College Act authorizes funding for that college on a needs basis rather than a student count. We are currently working with the college to draft regulations to provide a more systematic way of determining appropriate funding levels for Navajo Community College.

We support our tribal colleges and are pleased with the progress they have made in their development since the inception of P.L. 95-471. We are pleased to support this reauthorization bill.

This completes my prepared statement. I will be happy to answer any questions you may have.

TABLE 2 - FTE and Graduates

Tribal College	FTE d/ FY 1983	FTE FY 1984	FTE FY 1985	FTE Est. FY 1986 a/	GRADUATES FY 1983	GRADUATES FY 1984	GRADUATES FY 1985	Accreditation a/	Degrees or Certificate Offered b/
Blackfeet	176	179	174	210	84	22	56	Cand	AA, AAS, Voc. Cert.
Cheyenne River	73	52	45	47	10	7	7	NA	AA, AS, Voc. Cert.
College of Ganado	130	157	182	126	9	17	15	Accred	AA, AAS
D-Q University	100	107	112	107	12	11	7	Accred	AA, AS
Dull Knife	146	190	178	87	20	15	18	Cand	AA, AAS
Fort Belknap c/	--	--	76	65	--	--	--	NA	AA
Fort Berthold	41	63	61	99	16	11	15	Cand	AA, Voc. Cert.
Fort Peck	50	57	59	104	14	15	10	Cand	AA, AAS, Voc. Cert.
Lac Courtes Oreilles Ojibwa	--	57	66	97	--	4	--	NA	AA
Little Big Horn	81	95	80	84	5	35	25	Cand	AA, Voc. Cert.
Little Hoop	39	57	66	68	12	7	10	NA	AAS, Voc. Cert.
Lummi	26	77	104	140	20	1	10	NA	AS
Nebraska	162	149	146	138	21	22	23	Cand	AA, AS, AAS, Voc. Cert.
Oglala Sioux	371	421	480	454	53	71	70	Accred	AA, BS, Voc. Cert.
Salish Kootenai	190	182	179	224	42	28	40	Accred	AA, AAS, Voc. Cert.
Sinte Gleska	194	252	269	305	24	15	30	Accred	AS, AAS, BS, Voc. Cert.
Sisseton-Wahpeton	71	116	126	93	38	15	10	Cand	AA, Voc. Cert.
Standing Rock	172	214	225	205	24	32	30	Accred	AA, AAS, AS, Voc. Cert.

TABLE 2 - FTE and Graduates (Continued)

Tribal College	FTE d/ FY 1983	FY 1984	FY 1985	Est. FY 1986 a/	GRADUATES FY 1983	FY 1984	FY 1985	Accreditation a/	Degrees or Certificate Offered b/
Turtle Mountain	172	191	225	259	33	40	61	Accred	AA, AAS
Title I Totals	2,194	2,616	2,853	2,912	437	368	437		

a/ Accred - Fully accredited by a recognized accreditation association.
Cand - Candidate status towards accreditation.
NA - Not accredited but meets the three institutional certification requirements of Public Law 95-471.

b/ Degrees Awarded by TCCC:
ASN - Associate of Science Nursing (R.N. and L.P.N. - at NCC 80% of the students must pass State examinations in order for the program to maintain accreditation).
AA - Associate of Arts
AS - Associate of Science
AAS - Associate of Applied Science
BS - Bachelor of Science
Voc. Cert. - Vocational Certificate, at least one year but not more than two years in a vocational program. (Students must pass a proficiency examination in vocational programs).

c/ First funded in FY 1985.
d/ To convert these FTE figures to ISC's, increase each number by 15%.
e/ FTE for FY 1986 represent student count for the fall 1985 semester. These numbers will be averaged with the spring 1986 semester (and winter quarter where appropriate) for the final fund distribution.

TABLE 3 - FTE Conversion Table Title I

	FY 1985 Actual	FY 1986 Enacted to Date	FY 1987 Base	FY 1987 Estimate
Prior method of counting = FTE	2,853	2,912	2,912	2,742
New method of counting = ISC a/	3,281	3,349	3,349	3,158
Funds available	$ 6,950,000	$ 7,406,000	$ 7,406,000	$ 6,974,000
Value Per FTE	$ 2,436	$ 2,543	$ 2,543	$ 2,543
Value per ISC	$ 2,118	$ 2,211	$ 2,211	$ 2,211

a / The new method of calculation results in a count approximately 15% higher than the old method.

TESTIMONY PRESENTED TO THE SENATE SELECT ON S.2095
A BILL TO REAUTHORIZE THE TRIBALLY CONTROLLED
COMMUNITY COLLEGE ACT OF 1978.
TESTIMONY PRESENTED BY DR. JOE MCDONALD
PRESIDENT OF SALISH KOOTENAI COLLEGE
PRESIDENT OF THE AMERICAN INDIAN
HIGHER EDUCATION CONSORTIUM
MARCH 20, 1986

Senator Andrews and Members of the Select Committee:

Good afternoon, I am Joe McDonald, President of Salish Kootenai College and President of the Board of Directors of the American Indian Higher Education Consortium.

On behalf of all of the tribal colleges that receive funding under the present authorization of PL 98 -192, I offer the Select Committee our thanks for introducing reauthorization legislation, and thank you for this hearing and allowing all of us the opportunity to provide testimony. Accompanying me today is Sherman Marshall, Vice President of Sinte Gleska College and Myrna Demarce, President Little Hoop College.

As you know the rules and regulations to implement PL 98 - 192 have never been promulgated. We have continued to operate under the rules and regulations that implemented the original legislation, (PL 95

- 471). It has been the feeling of the tribal colleges that the changes made in PL 95 - 471 that are included in PL 98 - 192 are changes that will make the legislation much more effective.

Since we have not been able to implement PL 98 - 192 we are not able to offer any suggestions for changing any part of it. S.2095 simply reauthorizes the provisions contained in PL 98 - 192 and extends the authorized period through 1990. The tribal colleges, that are members of AIHEC, are totally supportive of this legislation and urge its passage by Congress.

Since the passage of the PL 95 - 471 Tribally Controlled Community College Assistance Act of 1978, the tribal colleges have grown and flourished. In 1980 the Indian FTE at Salish Kootenai College was 90. Today it is 225. The accumulative FTE for the tribal colleges under Title I of the present Act (PL 98 - 192) was under 1400 in 1980, and this year it will be nearly 3100. This is a dramatic increase in enrollment and out of synchronization with the baccalaureate degree granting institutions, the majority of which are in an era of declining enrollments.

The tribal colleges have flourished even though they generally operate in ramshackled buildings that are abandoned tribal buildings, vacated school buildings, or former BIA buildings that have seen better days. Even though the colleges have been successful in attracting Indian students and providing quality education programs, they could do better if they had better facilities. The colleges need the construction provision that is in the present legislation. Even

though appropriations for construction are unlikely this fiscal year, the legislation gives them some hope that in the future facilities may become improved.

Most of the tribal colleges are beginning to develop endowment programs. The endowment provision in the present legislation needs to be reauthorized and we need to begin to implement it irregardless of the amount of matching money available. We need to start somewhere. Endowment programs can help in the areas of scholarship, general operation, building program, specialized equipment, and special projects. At present we don't have a lot of rich Alummi to contribute, but we do have people, organization and foundations that will.

If this provision were ever operational, all of the tribal colleges would soon develop endowment programs. They would all begin to look toward self-sufficiency somewhere in the distant future.

Despite the struggle the tribal colleges have had with declining funding and marginal facilities, they have been able to provide the faculty and learing resources to maintain accreditation or make reasonable progress toward it. When the original legislation was enacted only two institutions were accredited. They were Navajo Community College and D Q.

Blackfeet Community Colley, Turtle Mountain Community College, Standing Rock Community College
Today, Sinte Gleska College, Ogalala Lakota College, and Salish Kootenai College are all accredited. Sisseton Community College, Ft. Brethold Community College, Little Big Horn Community, Little Hoop Community College, Dull Knife Memorial College, and Nebraska Indian

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College have all attained candidacy status. Ft Peck Community College is nearing candidacy status. Stone Child, Ft. Belknap, Lac Courte Oreilles, and Cheynne River Colleges will soon make application to begin the candidacy process.

It is an ongoing task to maintain accreditation once it is attained. It is a considerable task to advance to initial accreditation from candidacy, and it is getting to become very difficult to attain candidacy. We need the ongoing and continuous support from Congress and the President if the tribal colleges are going to maintain accreditation or make reasonable progress toward it. The passage of this legislation will be a major step in support of this endeavor.

In Montana all seven reservation have tribal colleges that will received funds under this act. In North Dakota all four reservations have tribal colleges. Five of the reservations in South Dakota are served by tribal colleges. In the state of Washington we have Lummi College, and in Wisconsin we have Lac Courte Oreilles Community College. Navajo Community College serves its Indian people in four states; Arizona, New Mexico, Colorado, and Utah. D Q University is located in Davis, California.

I sincerely thank you Senator Andrews and all of you on the Committee for introducing this important reauthorization legislation, and for holding this hearing. I sincerely hope that S.2095 will get favorable passage from this committee and will be passed as quickly as possible by the entire Senate.

Joe McDonald

Joseph F. McDonald Ed.D.

President Salish Kootenai College

President of the American Indian Higher Education Consortium

American Indian Higher Education Consortium

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May 28, 1985

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Little Big Horn College
Little Hoop Community College
Lummi Indian School of Aquaculture
Navajo Community College
Nebraska Indian Community College
Oglala Lakota College
Salish Kootenai Community College
Sinte Gleska College
Sisseton-Wahpeton Community College
Standing Rock Community College
Turtle Mountain Community College
United Tribes Educational Technical Center
Lac Courte Oreilles Ojibwa Community College
Haskell Indian Junior College
Saskatchewan Indian Community College

The Honorable John Fritz
Acting Assistant Secretary
Bureau of Indian Affairs
U.S. Department of Interior
Washington, D.C. 20003

Dear Assistant Secretary Fritz

As you will recall on February 13, 1985, a delegation of tribally controlled college representatives met with you and staff from the Office of Indian Education Programs (OIEP) in your Office. We discussed a number of concerns with you at that time upper most of which was the Office of Inspector General's Audit Report "Review of Funding Provided for the Operation of Tribally Controlled Community College". At that time you indicated that you had not seen the report nor had any one from OIEP who was present at the meeting. We also indicated to you that our concern with the report was that it was being quoted on the "hill" by staff of the Appropriations Committees and used to paint a bad image of the colleges with respect to satisfactory progress. We also noted that the proposed draft P.L. 98-192 regulations were being changed from what the colleges and Bureau's Office of Postsecondary Education had spent six long months developing. The changes which were being considered seemed to reflect the concerns raised in the I.G. audit.

Subsequent to our meeting, AIHEC representatives filed a Freedom of Information Act request and received (3) three copies of the report --- one of which was given to the Acting Director of OIEP. See OIEP for copy. We noted with great interest that the transmittal memorandum in the report indicated it was directed to your office on December 31, 1984. The transmittal letter also stated that the Bureau of Indian Affairs had reviewed a draft report of the audit and had agreed with the recommendations and was in the process of revising regulations to implement recommended actions. Obviously, the immediate question comes to mind, who developed the B.I.A. response? You certainly did not. You were unaware of its existence. Nor did the Acting Director of OIEP or the B.I.A. Postsecondary Office draft the response. Earlier, it was stated that the AIHEC representatives gave a copy of the report to the OIEP staff.

Mr. Assistant Secretary, you have been extremely supportive of the tribal colleges in the past, and we deeply appreciate this support. Once again, we call upon you for insight into a situation which impact the colleges and the regulations.

The I.G. Audit and the changes made in draft regulations has the AIHEC Colleges fuming. Both the audit and the proposed draft regulations indicate a surprising lack of knowledge on higher education and respective standards. It is expected by those of us who met and worked with the I.G. Auditors that they would lack knowledge and understanding of our institutions and of our student constituencies. In their report, the auditors begin by stating: "no significant errors were noted in the FTE enrollments claimed by the eight colleges selected for review". They should have stopped right there, but instead went on to the remainder of the report to demonstrate their deficit in understanding of higher education.

What is a surprise, however, is the Bureau responses quoted in the report show almost an equal lack of understanding of higher education. Perhaps this can be explained by the fact that neither yourself nor the OIEP staff had read the report nor had any knowledge of the report. The questions still stands, who developed the responses?

It is the position of the American Indian Higher Education Consortium that the issue of student progress and academic standards can be addressed with clarity by using both the statute P.L. 98-192 and the Department of Education's regulations for institutions participating in student assistance programs authorized under the Higher Education Act as a guide. Both of these recognize the need for standards, while at the same time recognizing the need for academic institution flexibility and autonomy in dealing with its students.

> Section 2 (B) (5) of P.L. 98-192 reads: no credit hours earned by an Indian student who is not making satisfactory progress toward a degree or certificate, in accordance with the standards and practices of the appropriate accrediting agency or the institution at which the student is in attendance, shall be taken into account.

The directive of this provision uses as a guide post the institution's standards for student progress.

The Department of Education's regulations for institutional participation in Federal student assistance programs goes in the same direction. In fact, early rule changes, published in October of 1983, reflect the need for institutional flexibility in determining student progress. These changes were reflected in the Department's announcement of a rule change in the December 12, 1984 FEDERAL REGISTER. Quoting from this:

> In response to these commentors, Section 668.16 (e)(3)(ii) of these regulations has been reevaluated. The Secretary agrees with the commentors that an institution should have the discretion to establish the minimum percentage of work completed when establishing its standards of satisfactory progress in

order to best take into account its student body and programs offered.

The new regulations issued by the Department of Education which we believe should be used by the Bureau of Indian Affairs as a measure of determining student progress allow for maximum institutional discretion in determining student progress. The have been developed rationally and reflect concerns raised by the academic community. They now read:

Section 668.14 Standards of administrative capability

To participate in a Title IV, HEA program, an institution must be able to adequately administer that program. The Secretary considers an institution to have that capability if it establishes and maintains required student and financial records and if it...

(e) Establishes, publishes, and applies reasonable standards for measuring whether a student, who is otherwise eligible for aid under any Title IV, HEA program, is maintaining satisfactory progress in his or her course of study. The Secretary considers an institution's standards to be reasonable if the standards ---

1) Conform with the standards of satisfactory progress of the nationally recognized accrediting agency that accredits the institution, if the institution is accredited by such an agency, and if the agency has such standards;

2) For a student enrolled in an eligible program who is to receive assistance under a Title IV, HEA program, are the same as or stricter than the institution's standards for a student enrolled in the same academic program who is not receiving assistance under a Title IV, HEA program; and

3) Include the following elements:

i) Grades, work projects completed, or comparable factors which are measurable against a norm;
ii) A maximum time frame in which the student must complete his or her educational objective, degree, or certificate. The time frame shall be:

A) Determined by the institution;
B) Based on the student's enrollment status; and
C) Divided into increments, not to exceed one year.

iii) A schedule established by the institution designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment or order to complete the educational objective, degree or certificate within the maximum time frame;

iv) A determination at the end of each increment by the institution whether the student has successfully completed the appropriate percentage or amount of work according to the established schedule;
v) Consistent application of standards to all students within categories of students,e.g. full-time,part-time, and undergraduates, graduate students, and programs established by the institution;
vi) Specific policies defining the effect of course incompletes, withdrawals, repetitions, and noncredit remedial courses on satisfactory progress;
vii) Specific appeal procedures of a determination that a student is not making satisfactory progress; and
viii) Specific procedures for reinstatement of aid; ...

My apologies for the length of this letter. Because the American Indian Higher Education Consortium feels that this entire matter needed to be brought to your direct attention, the length is necessary. To most of the Consortium members, the I.G. Report and the draft regulations appear to present blatant limitations on enrollment in tribal colleges by disallowing a percentage of the student count for P.L. 98-192 funding.

Although the I.G. Audit report is specifically aimed at P.L. 98-192, it would seem that the Bureau of Indian Affairs policies for Higher Education should be consistent throughout the Agency. From our best information, the Consortium has come to understand that this redefinition of "satisfactory progress" has never been used in determining enrollment at BIA institutions and that it has no implications for future practice.

As you are aware, I am currently serving as President of the Consortium. I request your office to see that the Bureau of Indian Affairs does not insert the I.G. Audit report's recommendations into the final regulations for P.L. 98-192. The Department of Education has adaptable rules and regulations, could these be adapted for Bureau use? We feel that they can be adapted.

Because the student count impact the Consortium colleges at a basic operational level, this matter is of the most serious nature. Your attention and support of the Consortium position is needed immediately.

Sincerely,

Janine Pease-Windy Boy

Janine Pease-Windy Boy
President
American Indian Higher Education Consortium

LITTLE HOOP
COMMUNITY COLLEGE

BOX 269
FORT TOTTEN, NORTH DAKOTA 58335

Little Hoop Community College is a Tribally Chartered Community College located on the Devils Lake Sioux Reservation in Fort Totten, North Dakota.

Little Hoop Community College was chartered by the Devils Lake Sioux Tribe in 1974 and began offering classes in January 1975.

The college provides educational services to the Indians and non-Indians who live on and near the Devils Lake Sioux Reservation. Many of our students choose to gain educational skills and knowledge to function in their own environment while others wish to gain skills and knowledge to function in this multi-cultural society.

Little Hoop Community College offers an Associate of Arts degree, Associate of Science degree, Associate of Applied Science degree and Vocational Certificates.

Programs of study are:

Associate of Arts	-	Liberal Arts
Associate of Science	-	Accounting Bilingual Education Office Education Tribal Administration
Associate of Applied Science	-	Building Trades Maintenance Office Systems Small Business Management
Vocational Certificates	-	Building Trades Maintenance Clerical Science Secretarial/Word Processing

The following chart outlines the increasing enrollment number:

Academic Year	Total Enrollment Number
1. 1979 - 1980	110
2. 1980 - 1981	135
3. 1981 - 1982	165
4. 1982 - 1983	161
5. 1983 - 1984	212
6. 1984 - 1985	201

The full-time and part-time student trends along with Indian and non-Indian numbers are shown below:

Academic Year	Full-Time	Part-Time	Indian	Non-Indian
1979 - 80	18	92	91	19
1980 - 81	51	84	97	38
1981 - 82	92	73	147	18
1982 - 83	64	97	139	21
1983 - 84	93	119	182	30
1984 - 85	101	100	167	34

Graduate educational and employment history:

Total Graduates	33
Completed four (4) degrees	3
Continuing education	5
Employed	20
Unemployed	3
Status unknown	5

The graduate follow-up does not reflect the progress and achievement of the students who took courses for job advancement or who have taken courses to qualify for a specific job.

WRITTEN TESTIMONY

Submitted to the:

U.S. Senate Select Committee on
Indian Affairs

Submitted on behalf of:
Sinte Gleska College
P.O. Box 490
Rosebud, South Dakota

Howard Valandra, Chairman
SGC Board of Directors

and

Lionel R. Bordeaux,
President

March 20, 1986

Sinte Gleska College serves the Rosebud Sioux Indian Reservation of south-central South Dakota, an area encompassing four counties that cover 5,337 square miles where some 12,000 tribal members reside in twenty communities. Sinte Gleska College was officially created by the Rosebud Sioux Tribe in January of 1971 as a tribally chartered higher education institution for the purpose of designing and delivering appropriate post-secondary programs, services and opportunities throughout the Rosebud Reservation. Integral to this charter has been the responsibility to address the educational needs of the Lakota People and to help plan for and determine the future direction of the Rosebud Sioux Tribe.

Sinte Gleska College is accredited by the North Central Association of Colleges and Schools at both the associate and baccalaureate degree granting levels. Associate degrees are offered in five major program areas plus bachelor's degrees in Elementary Education, Mental Health and Criminal Justice. Academic expansion during the next two years presently calls for re-establishing an associate program in Fine Arts which was previously eliminated due to a lack of funding and adding a baccalaureate program in Business Management. Further institutional development will be realized via a vocational education program at Sinte Gleska College beginning on June 1, 1986.

The force behind this aforementioned academic expansion is a constantly increasing student population base which has grown from an average annual semesterly enrollment of 400 students to 500 students per year over the past three years. Such growth is also reflected in annual FTIE (full-time Indian equivalency) increases which translate in a larger full-time student population and is the basis upon which Sinte Gleska College receives P.L. 98-192 funding. Enrollment pro-

jections suggest another annual increase for the upcoming 1986-87 academic year and should continue to grow as more local students choose to stay "at home" to pursue their educational goals. The primary obstacle to this overall student growth pattern is a corresponding decrease in funding for support resources as required to sustain and promote program operations. Without adequate funds, Sinte Gleska College will be restricted in its ability to offer services and opportunities at a point when post-secondary concerns and demands are approaching a new and long-awaited plateau on the Rosebud Reservation.

Similar positive indicators can be cited in terms of Sinte Gleska College graduates, particularly among those who have earned their bachelor's degrees. Since 1980, 20 students have completed their baccalaureate studies in Elementary Education, 9 in Mental Health and 2 in Criminal Justice. Of the 31 graduates, five have subsequently obtained graduate degrees while three are currently engaged in graduate studies. These graduates have moved on to become teachers in the local schools, social service personnel, tribal program administrators and employees of Sinte Gleska College and bring a progressive dimension of professional expertise and training to the Rosebud Reservation.

Yet despite our various advancements, Sinte Gleska College is still stymied in its attempts to attain fiscal stability and achieve a greater sense of institutional self-sufficiency. Funding remains a critical institutional consideration and is now subject to future threats with the arrival of the recently enacted Gramm-Rudman-Hollings legislation. As such, we are confronted by a situation where Sinte Gleska College must determine whether it can keep meeting regular institutional commitments and challenges to provide quality programs that respond to the best interests of tribal members and communities or whether the Gramm-Rudman-Hollings machinery will systematically erode the status and role of higher education on the Rosebud Reservation.

Central to any discussion of fiscal conditions at Sinte Gleska College is P.L. 98-192, "The Tribally Controlled Community College Assistance Act of 1978, as amended." In 1985-86, P.L. 98-192 funds comprise about 28% of institutional revenue and even minor cuts in this vital source will impose certain hardships on all program areas at Sinte Gleska College. However, aside from the matter of funding cuts is the issue of implementing P.L. 98-192 and therein enabling the following legislative provisions, namely forward funding, facilities construction and endowment programs, to assist in the future developmental efforts and plans of Sinte Gleska College.

Forward funding, common for most educational institutions receiving public dollars, will establish appropriation levels for a two year period rather than the current one year method and will allow Sinte Gleska College to better examine its budgetary position vis-a-vis the offering of academic programs. The main advantage of forward funding to Sinte Gleska College will be a knowledge of P.L. 98-192 fund availability and an enhanced management capability to define the need for additional institutional resources. Historically, the amount of P.L. 98-192 funds awarded to Sinte Gleska College is not known until after six to nine months into a given fiscal year.

Of paramount concern to Sinte Gleska College is the level of appropriations for eligible tribally-controlled colleges under P.L. 98-192. The problem since the enactment of this law has been that funding was never appropriated at the authorized level of $4,000 per FTIE as provided in P.L. 95-471 nor has it ever been appropriated in accordance with P.L. 98-192 legislation. The pro rata amount has fluctuated between $2,400 and $3,100 and has been dictated by Congressional appropriations instead of actual student enrollments within an academic year.

For example, P.L. 98-192 is mandated to award $5,415 per full-time Indian

student during FY'86. We have been advised that Sinte Gleska College should anticipate approximately $2,500 per student, minus any Gramm-Rudman-Hollings decreases. Unfortunately, the prospects of securing $5,415 in FY'86 are nil because the necessary P.L. 98-192 program guidelines have thus far not been enacted.

In addition to basic operating funds, P.L. 98-192 is also authorized to appropriate monies for facilities construction for accredited tribal colleges and to approve grants for endowment programs, each of which would generate significant institutional development for Sinte Gleska College. Monies have never been appropriated for these programs nor has the Bureau of Indian Affairs initiated any steps for implementation. Here too, the lack of P.L. 98-192 guidelines deny essential opportunities for the Rosebud Sioux Tribe and Sinte Gleska College.

In sum, P.L. 98-192 delineates and prescribes a full set of criteria intended to contribute toward the long-range educational thrust of tribal colleges. Sinte Gleska College views P.L. 98-192 as a potentially favorable piece of legislation that, if properly implemented, can lead to improved institutional resources and programs. Conversely, the obvious criticism of P.L. 98-192 is that appropriations are not sensitive to the demonstrated needs of tribal colleges and that funding levels continue to shrink in the face of increasing student enrollments and rising program costs. The only relief to this downward funding spiral occured as a result of a Congressional mandate to the Bureau of Indian Affairs to maintain a $2,812 FTIE pro rata level in FY'83. And though FY'86 funds contain a small increase in total P.L. 98-192 appropriations, funding in FY'87 is expected to return to FY'85 levels, once again before any Gramm-Rudman-Hollings reductions.

At this time Sinte Gleska College wishes to request your support of S. 2095, a bill to reauthorize P.L. 98-192. By reauthorizing P.L. 98-192 the tribal colleges can finally benefit from the legislative provisions which we have been specifically proposing and seeking on behalf of post-secondary Indian students. Sinte Gleska College is proud of its accomplishments and is dedicated to a philosophy which, as stated in the original P.L. 95-471 legislation "ensures expanded educational opportunities" for present and future students on the Rosebud Reservation.

Statement by

Mr. Dean C. Jackson, President
Navajo Community College
Tsaile, Navajo Nation, Arizona

To

Senate Select Committee

on

ReAuthorization of Public Law 98-192
Tribally Controlled Community Colleges
Assistance Act of 1978 and the
Navajo Communtiy College Act

March 20, 1986

Navajo Community College (NCC) has been "building the Navajo Nation" - investing in education for its people - since 1969. In the course of its seventeen-year history, Navajo Community College has come to be recognized as "the higher education institution of the Navajos" by the Navajo people themselves and also by the higher education institutions surrounding the Navajo Nation. Originally funded under Public Law 92-189 in 1971, the impetus for creating Navajo Community College was to bridge a cultural gap between the Navajos and non-Indian world; in short, it was to meet the unique and special educational needs of the Navajos which were not served by other colleges and universities that were geared to students from dominant society. That there was justification for this rationale was then evident in the facts that more than 70 percent of the adult population had little or no facility with the English language; 42 percent of the population were over 25 years of age and had no formal schooling whatsoever; and the average Navajo adult had completed 5 years of school. Today, the population is now in excess of 160,000 and approximately 70 percent of this number is below the age of 29, and makes up the bulk of Navajo Community College's potential student body which is scattered over some 16 million acres. In attempting to meet the unique needs of this bilingual and bicultural society, the College offers

postsecondary instruction leading to degrees in Associate of Arts, Associate of Science and Associate of Applied Science in addition to certificates and four-year college transfer credits in a co-educational setting at two campus sites, and four community campus locations. And the educational philosopohy of Navajo Community College is derived directly from Navajo culture and tradition, because tribal teachings are envisioned as the all-important base for enhancing the learning process of all Navajo Community College students, to nurture self-esteem and self-confidence as the most critical and basic prerequisite to the eventual attainment of the dominant society's educational values and goals. As an integral part of its curriculum, the College teaches the history, language, culture and crafts of the Navajos and other Indian people. Navajo culture and philosophy are also integrated into the traditional academic subjects at the College in the belief that this will strengthen the educational experience for Navajos as individuals and as a Nation so that they may interact with larger society more more successfully and will increase their capacity to exercise more control over their own destiny. . Subsequently, the Navajo and Indian Studies Department of the College has given direction to the fulfillment of these immediate and long-range cultural roles, as it has provided a flexible structure for more effective instruction and interaction with all Navajo Community College students. That this unique

aspect of the College has had positive impact upon its students is visible in the fact that Navajo Community College students have a lower attrition rate when they go to other colleges and universities. This department has also served as a model for other institutions, and Indian and other minority groups who desire to retain and reinforce their own special identities, but also must be assets to themselves in all societies. Navajo and Indian Studies, then, has been the springboard from which most of our Navajo students have gone forth, more secure in their own identity and confident of meeting educational challenges of dominant society at other colleges and universities. But even this vital aspect, the recognition that reinforcement of cultural identity was the crux of a make-or-break educational experience for Indian people, was viewed at the beginning as being incomplete by itself, and unrealistic for meeting the challenges of today's technological world. Thus, providing special education also meant addressing students who were deficient in the disciplines of math, science, and English, bringing them to acceptable levels necessary for graduation in AA or AS degree programs from Navajo Community College, which has been accomplished through a program of reading and writing across the curriculum. Considering the Navajos' vast need for English literacy, the developmental program at the College has always been given high priority and is viewed as the second prerequisite

for a succesful completion of a degree program at any institution. Transferable liberal arts courses ensure that Navajo Community College students have the option to continue higher education beyond the College, and this instruction introduces students to the expectations of four year granting institutions off-the-Reservation. Short-term vocational educational programs are offered for that segment of the Navajo population who are not seeking Associate or Baccalaureate degrees, but simply desire upward career mobility, and a better employment opportunity on the Reservation where jobs continue to be more scarce than in dominant society, and where competition for the few available jobs is rigid and stressful. Again, statistics confirm that it has been Navajo Community College who has been most active in training the work-force of the Navajo Nation, either through its regular degree or certificate programs, or through conferences and workshops held at the request of the Navajo Tribe or other employers on the Reservation who contract with the College for special needs. Navajo Adult Education also plays a significant role in steering students who have had little or no formal education toward self-sufficiency through its efforts of increasing English literacy in Navajo adults and also by preparing them for GED examinations. Community service incorporates a wide-range of offerings to the Navajo people across the entire Reservation and includes field-based educational programs

which do not fit into the regular academic semester schedules but are more tailored to part-time and non-traditional students, and the community campus programs which try to gear themselves toward the needs of the community in which these sites are based. Over the years, 43,693 students of all ages have attended "the higher education institution of the Navajos" - Navajo Community College, and have taken advantage of these educational opportunities who otherwise may have considered higher education beyond their reach, as an aspiration that only the very rich and most intelligent pursue. During the College's short history, it has graduated 863 students (Attachment), and has begun to positively impact the dismal attrition rate (of 96 percent) of Navajo students who go directly from high school to off-Reservation colleges and universities. Statistics show that Navajo Community College graduates have a 50 percent success rate in continuing and completing educational activities after Navajo Community College. And it may be surmised from these figures, that Navajo Community College must be accomplishing a significant feat for the Navajo people, one which no other college or university has been able to match or boast. Navajo Community College has, in fact, become the bridge to success for at least half of its Navajo students. They, four-year graduates or not, represent the future of the Navajo Nation. Their stability in dominant society, as individuals and as a Nation, is directly tied to meaningful educational opportunity

in the contexts of life on the Reservation and as a productive segment of larger society. The Navajo Tribe, have accurately assessed this resource, as the key to future economic self-sufficiency, had demonstrated its commitment to the support of Navajo Community College, with an average annual appropriation of $2 million per year. Further, in 1984, the Navajo Tribal Education Committee and the Navajo Tribal Council designated Navajo Community College as the coordinating entity of all postsecondary courses and programs offered on the Navajo Nation, and Navajo Community College itself has initiated an on-going effort to establish a network, and foster closer working relationships with other higher educational institutions surrounding the Navajo Nation in the combined and common goal of providing more quality-control over higher education programs and better educational opportunities for the Navajo people. This support of the Navajo Tribe, and the cooperation extended by the colleges and universities in the surrounding states, to Navajo Community College, is evidence that these groups are convinced of the College's educational integrity, and is an acknowledgement that Navajo Community College is most certainly the "higher education institution of the Navajos."

Depite the growth and impact that Navajo Community College has experienced in its seventeen years of existence, it has only touched the tip of the iceberg in the monumental higher educational needs of the Navajos.

The Navajo leadership as well as Congress certainly made a bold and historical move in 1969 and 1971, as they established Navajo Community College and passed the first Tribally Controlled Community College Act (Public Law 92-189), respectively. The seed that the Navajo Tribe and Congress sown is ready to bear bigger and better fruits for the Navajos and other Indian tribes throughout North America. The reauthorization of Public Law 98-192 for the next few more years will assure the growth and development of Navajo Community College. It will provide a higher level of growth than what has been seen. Tribally Controlled Commmunity College's ultimate impact is still yet to be seen.

The Select Committee's vision and support in the passage of S.2095 will assure Tribally Controlled Community Colleges and the Indian people the commitment Congress has in supporting their endeavor toward self sufficiency and self determination.

ATTACHMENT

DEGREES AWARDED

	AA/AS Degrees	AAS Degrees Certificates	Total
1970	2	0	2
1971	13	4	17
1972	23	4	27
1973	31	7	38
1974	28	0	28
1975	46	3	49
1976	46	1	47
1977	29	3	32
1978	51	6	57
1979	55	13	68
1980	41	44	85
1981	50	30	80
1982	56	29	85
1983	44	51	95
1984	45	49	94
1985	32	27	59
1986			
TOTALS	592	271	863

NATIONAL CONGRESS OF AMERICAN INDIANS

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Gila River Indian Community

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Allen V. Pinkham, Sr.
Nez Perce Tribe

SACRAMENTO AREA
Denis Turner
Rincon Band of Luiseno

SOUTHEASTERN AREA
Billy Cypress
Miccosukee Tribe

STATEMENT OF SUZAN SHOWN HARJO, EXECUTIVE DIRECTOR, NATIONAL CONGRESS OF AMERICAN INDIANS, ON S. 2095, REAUTHORIZATION OF THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978 AND THE NAVAJO COMMUNITY COLLEGE ACT, BEFORE THE SENATE SELECT COMMITTEE ON INDIAN AFFAIRS, MARCH 20, 1986, WASHINGTON, D.C.

Mr. Chairman and Members of the Committee, thank you for inviting the National Congress of American Indians to testify on S. 2095. On behalf of our 137 active Indian and Native governmental members, as well as the thousands of individual members, I am pleased to support this vital legislation to reauthorize the Tribally Controlled Community College Assistance Act and the Navajo Community College Act.

The 20 tribal colleges are the result of tribal indigenous efforts, and enjoy the broad-based, bi-partisan support of a vast majority of Members of Congress. We greatly appreciate this Committee's ongoing support for the tribal colleges, in terms of both authorizing legislation and pressing for adequate appropriations.

Because a number of the Members of this Committee also serve on the Appropriations Committee, we would like to reiterate what we said during your FY1987 budget oversight hearing. We oppose the Administration's proposal to reduce the tribal college appropriation by $432,000 from the FY1986 level. We are dismayed to see that, once again, the BIA is projecting what all the tribal college administrators agree is a low student count. The dispute regarding the student count has turned into an annual contest, with the tribal colleges' estimates consistently proving more reliable that those of the BIA. We support an appropriation of $3,000 per FTE, which would result in an FY1987 appropriation of approximately $9.6 million.

As you are well aware, the reason that S. 2095 was introduced a year prior to the expiration of the current authorizing legislation, P.L. 98-192, is that the BIA has failed to issue regulations pursuant to the law. P.L. 98-192 was approved in December of 1983, and there is no sound reason why the BIA could not have issued regulations in the 28 months since the signing of the Act. As other testimony has pointed out, the tribal colleges will be in the position

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needing to have a law reauthorized without ever having had the experience of it being implemented. Even if the proposed regulations were issued today, it is unlikely that they could be in place for the upcoming academic year.

We are opposed to the proposal contained in the BIA's FY1987 budget justification, which would place rigid requirements on students with regard to what is considered "satisfactory progress," which is the basis for people being included in the student count. No one is opposed to standards for student achievement, and we view the Department of Education's regulations for the purpose of maintaining federal assistance offer both the necessary accountability and institutional flexibility. The language in the BIA's budget justification is an unveiled effort to lower the student count and, thereby, justify a funding reduction.

We are pleased, however, that the new BIA Director of the Office of Indian Education, Dr. Henrietta Whiteman, has taken an interest in promulgating regulations for P.L. 98-192, and that she met with tribal college presidents on this matter last week.

Again, thank you for the opportunity to express the support of the National Congress of American Indians for the tribal colleges and for S. 2095. We view the establishment and continuing work of the tribal colleges as one of the most successful and encouraging developments in Indian country during the past 15 years. The colleges make quality higher education accessible for Indian tribal citizens, offering education which is appropriate to the unique aspects of Indian governments and economies. The colleges have proven themselves worthy and deserving of continued support. Thank you for providing this support and moving S. 2095 quickly.

804 D STREET, N.E. • WASHINGTON, D.C. 20002 • (202) 546-9404

BLACKFEET COMMUNITY COLLEGE

BOX 819 — BROWNING, MONTANA 59417

Administration 406-338-5441
Library 406-338-7325
Faculty 406-338-5411
Student Services 406-338-5421

March 27, 1986

Honorable John Melcher
SH-730 Hart Senate Office Bldg.
Washington, D.C. 20510

RE: Testimony on Appropriations for the Tribally Controlled Community Colleges by the Blackfeet Community Colleges

Dear Senator Melcher:

The Blackfeet Community College, chartered by the Blackfeet Tribal Business Council, governing body of the Blackfeet Indian Nation respectfully submits the following testimony in support of appropriations for the Tribally Controlled Community Colleges under Public Law 98-192.

Appropriations for FY 87

The Blackfeet Community College under the auspicies of the Blackfeet Tribal Business Council respectfully requests full funding for the appropriations needed as presented by the American Indian Higher Education Consortium as follows:

Title I Colleges	12,572,800
Title I Construction	10,000,000
Title I Technical Assistance	294,675
Title III Endowments	1,500,000

The BCC also supports the request by the Navajo Community College under Title II of the Act.

We would like to emphasize that while the colleges all need adequate operational funding, the construction portion of P.L. 98-192 needs to fund the GSA for $250,000 to perform a study of existing BIA structures that may be available for TCCC's.

The Technical Assistance and Endowment portions of the Act need to be funded, especially during the critical growth of these institutions. The forward funding as part of appropriations for the TCCC's also needs to be implemented so that the academic year cycle is made more efficient and effective.

The AIHEC has identified through analysis and study that an amount of $3100 per full time equivalent is needed by the TCCC's to operate at a minimum cost effective level.

A study entitled 'How States Compare in Financing Higher Education, 1984-85' (Stock number 065-000-002299-9, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402) indicates that the United States Average Education Appropriations Per Public Colleges student in 1984-85 is $3,467. Here in Montana the cost per student is $3,841. According to the Chronicle of Higher Education (October 1985) States have increased appropriations by an average of 19% over the last 2 years. The 2 year change less inflation averaged 10% for all states.

Thus when we compare the funding history on a cost per FTE basis with state appropriations we can see that the amount has been decreasing for TCCC's while states have increased in the last two years. Here is a recap of the Funding History per FTE for the Tribal Colleges:

FY 81	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
$3100.	$2826.	$2865.	$2506.	$2436.	[1] $2367.	[2] $2242.
						[3] $1749.

1. This is an approximation based on 3,000 FTE's
2. This is an approximation based on 3,100 FTE's
3. This figure is based on a 22% cut in the fall of FY 87 as a result of automatic cuts imposed by Gramm-Rudman.

Effect of Gramm Rudman Cut in Appropriations for TCCC's Under P.L. 98-192:

It can readily be seen that the Gramm Rudman cut estimated at 22% in 1987 would devastate the Tribal colleges. This is apparent when we see

that the state appropriations for 84/85 is $3,467 compared to the $1,749 figure under P.L. 98-192.

Therefore AIHEC colleges are being asked to operate at a 50% level of appropriation per student when compared to states. At this level some of the college's would probably faced with closing down while others would have to reduce programming to a level that would eventually impact on quality.

We respectfully request that congress find other options such as exempting all Indian Programs from Gramm Rudman and/or find other sources of revenue to adequately fund Indian Programs such as the Tribal Colleges under P.L. 98-192.

Sincerely,

Donald D. Pepion
President

FORT BERTHOLD COMMUNITY COLLEGE

TESTIMONY

For the record during re-authorization hearings for the Tribally-Controlled Community College Assistance Act Public Law 98-192.

The purpose of this testimony is to demonstrate the need for continued Federal legislation providing grants for development, operation and improvement of Indian Controlled Post-Secondary educational institutions through the re-authorization of Public Law 98-192, "The Indian Community College Assistance Act".

Established in 1973 to meet the culturally-based educational needs of the members of the Three Affiliated Tribes, Fort Berthold Community College has been chartered by the Three Affiliated Tribes and is led by a Board of Directors.

Fort Berthold Community College goals are to:

(1) retain and strengthen the Arikara, Hidatsa and Mandan cultures.

(2) provide education to adults at convenient times and locations.

(3) up-grade the basic skills of tribal members so they can attain GED or college entrance.

(4) provide Associate of Arts degrees and preparation for baccalaurete level education.

(5) provide vocation/technical education to meet the manpower training needs of the people.

(6) provide community services and technical assistance throughout the reservation.

Fort Berthold Community College has been a member of the American Indian Higher Education Consortium (AIHEC) since 1975.

In June 1981, the North Central Association of Colleges and Secondary Schools awarded to Fort Berthold Community College candidacy for Accreditation at the Associate Degree Granting level.

Without the financial base support of Tribally- Controlled Community College Bill this milestone could not have been achieved by Fort Berthold Community College.

The unemployment rate at Fort Berthold is over 51%, the average income is $2,600. annually. The Reservation economy has suffered severly since the Garrison Dam inudated the lands of the Fort Berthold Reservation.

The Fort Berthold Community College is trying to address this situation by education and vocational training. The first concern on the college is to develop students skill and intellect so they may successfully serve the Three Affiliated Tribes.

This reservation-based college has made a great impact on the educational progress of the enrolled members of the reservation. It has been an active voice in the recruitment and retention of students. The students at Fort Berthold Community College are well prepared for entrance into four-year institutions and other professional training. The student concerns are given understanding and follow-up, whereas in pre-FBCC college days, a good number of students leaving the reservation met with alienation and failure. The students are prepared for college life, studies, the financial aid process and a direction in their future.

As a result of this Fort Berthold has had an increase in college graduates over the past decade.

The college is meeting the challenge of the geographic isolation factor, the splitting up of the reservation by the Garrison Dam and the increased distances between communities.

Classes are held in each community (dispersed learning system) with part-time teachers who reside in these communities. A community network is established between the central college, Student Services and the communities.

Registration and Student Activities are carried on in the communities. By scheduling classes in the communities, enrollment has tripled within these three (3) years. The present enrollment stands securely at 185 students. FTE enrollment has been:

1982--1983:	1983--1984	1984--1985	1985--1986
38.83--43.67	72.50--53.96	38,25--50.58	99.5--135.50

According to the graduate follow-up of Fort Berthold Community College students are employed in the Tribal Administration, local schools, Tribal Court, HeadStart Program and nursing care facilities near the reservation. About one-half or 50% of the graduates are employed full-time. The college continues to maintain communication with agencies and employers to keep aware of changing employment needs and job preparation on and off the reservation. The make-up of the student population is 99% Indian, the average age is 30, average family size is five (5) members, income level before college is $3,000. or less and 70% are female.

The Counseling Program at Fort Berthold Community College provides career counseling and assistance to the students to meet his/her academic, vocational and personal needs. Students are made aware of educational opportunities; referral and follow-up are an important part of the process. A Placement Program is needed to research and provide better opportunities for employment.

The Fort Berthold Community College is expressing a positive change in the retention of students, this results in better prepared and more successful students of Fort Berthold Community College.

Fort Berthold Community College has met the following developments with the impact of P.L. 98-192 funds:

(1) The Fort Berthold Community College has completed the second visit from the North Central Association of Colleges and Schools. The Fort Berthold Community College's basic funding source is P.L. 98-192.

(2) Fort Berthold Community College Nursing Program trains Practical Nursing students, after passing State Board examinations, are licensed by the State of North Dakota.

(3) The college has provided the Tribal Headstart Program with career development opportunities. Most of the Headstart personnel have earned Associate of Arts in Early Childhood Education.

(4) The college instituted a public library for the reservation.

(5) The college aided in the development of the Tribal newspaper, "Ahead of the Herd" and the Tribal Radio Station KMHA-FM, by providing technical consultation and training.

(6) The college has assisted the Tribal Court system and Child Welfare Program with special training activities.

(7) The college has provided an opportunity for the reservation to be involved with a Volunteer Youth Program.

(8) P.L. 98-192 funds provided for the funding of nine (9) staff people, three (3) faculty and forty-three (43) part-time instructors for this academic year 1985-86.

In order to allow this progress to continue and not lose what has been granted, we must continue to pursue the re-authorization of the Tribally-Controlled Community College Assistance Act Public Law 98-192.

STANDING ROCK COLLEGE

STATEMENT OF IMPACT

in

SUPPORT OF S. 2095

Prepared by:

Dr. Wm. Desmond Phillips
President
Standing Rock College
Fort Yates, ND 58538
March, 1986

I. History of the College:

Standing Rock College first came into existence in July 1973. On September 21st of that year the Standing Rock Sioux Tribal Council officially awarded a charter to the College to operate as a post-secondary educational institution, granting degrees at the Associate level. This action revealed the perspicacity of the Council at that time, for within the much needed philosophy of self-determination, they recognized the values of higher educational opportunities for their people of the reservation and neighboring communities.

The College started with three full-time staff and was located in the Douglas Skye Memorial Center. Today, the College employs 45 full-time personnel and occupies the entire Tribal Skills Center building and the adjacent Community building, and also offers classes in seven district centers. The original 90 part-time student body has grown to serving over 320 students. Initially, the offerings were general in nature providing little in the nature of job skills. Today, five major vocational areas are offered in concert with a comprehensive Native American Studies program and diverse supporting General Education courses that ease the general college transfer program. Additionally, Junior and Senior level courses are maintained, in cooperation with Minot State College, that allow for the completion of a Baccalaureate degree in University Studies.

As growth and depth of offerings has become apparent, so has quality been enhanced. The process of seeking formal accreditation was inaugurated in 1975. Candidacy status was granted Standing Rock College in 1978 after a thorough evaluation by the North Central Association of Colleges and Secondary Schools. Subsequent evaluations in 1980 and 1982 continued this upgrading. Finally in the Spring of 1984, full accreditation was granted to Standing Rock College, recognizing that the College was indeed a viable institution, qualitatively and academically comparable to any other post-secondary institution in this nation.

Concomitant with this, is the concept that Standing Rock College is tribally controlled - that it must also provide the depth of service necessary to the enhancement of the Indian community. To insure that this is done, the College Board of Trustees is comprised of Native American people replete with the knowledge of the culture of the wider community to be served. Additionally, Standing Rock College is a charter member of the national American Indian Higher Education Consortium, an organization made up of all the tribally controlled colleges in the country. Similarly, Standing Rock College is an active participant in the North Dakota Indian College Consortium comprised of six institutions of higher learning in the area.

In short, Standing Rock College has risen from infancy to qualitative adolesence in just thirteen short years serving the need of its reservation and striving to do more.

II. College Offerings:

Formally at the present time, Standing Rock College offers both academic and vocational curricula at the Associate level; and in concert with Minot State College offers credits at the Junior and Senior level leading to the Baccalaureate degree.

General Education programs are available for those students who intend to transfer to a four-year institution via the Associate of Arts degree or the Associate of Science degree.

Similarly, the Associate of Science or the Associate of Applied Science approaches are available to those students interested in vocational training in such areas as: Office Systems, Small Business Management, Criminal Justice, Farm/Ranch Management, and Human Services.

Concomitant with the above, a comprehensive program in Continuing Education is being initiated in which short term training shall be provided for those not seeking a degree.

Informally, many of the staff serve in a myriad of capacities as advisors and participants on local boards and economic development groups dedicated to the betterment of the community. Additionally, staff also serve on State, Regional and National organizations in diverse categories.

While much is being done, expansion of services are desparately needed to enhance community well-being.

III. The General Population:

The Standing Rock Sioux Reservation, consisting of approximately 2.3 million acres of farm and ranch land, is located on the western side of the Missouri River in North and South Dakota. There are approximately 8,527 American Indians, mostly of the Hunkpapa band of the Teton Sioux living here.

Among the many problems encountered, high unemployment, low income rates, and a lack of training opportunities abound. The Native Americans on the reservation continue to have a much lower per-capita income than non-Indians. The median family income is $2,682 with a per capita income of some $849.00 In 1980, comparable statistics reveal a per capita income for North Dakotan's was $2,885 and for South Dakotan's $2,333. The per capita income for the U.S. was $7,026.

Re unemployment, present estimates range from 80 to 86% for Indians as opposed to the national figure of slightly over 7%. Positions are just not available. While agriculture is a major economic factor in the area, 5% of Indians are self-employed farmers.

While the labor force is present, employment is absent. The solution of this paradox is paramount to this College as it attempts with the Tribe and the State of North Dakota to initiate a long and short range economic development plan.

IV. The Student Body:

Presently, there are some 326 students enrolled in formal College courses; 262 being fulltime Native Americans and 20 on a part-time basis. A recent study shows a preponderance of female students with an average age of 29 years. This study further indicated that the main motivation to attend College came from families urging them on, and the main reason for attending SRC involved convenience of location, availability of fianancial aid assistance, and qualitative understanding of the many problems confronting students.

All in all, SRC has come a long way from its birth where some 90 part-time students were enrolled to the present enrollment of over 300.

V. Graduates:

Since 1976 some 231 students have graduated. Of the 1985 class, 16 of 30 transferred to four-year institutions, and six secured employment. The status of the remainder was unknown. It is interesting to note that over half the graduating class were previously on General Assistance. Approximately 50% of each graduating class continues on for further higher education. Again, in 1976 when the College graduated its first class of seven students, no one dreamed that eventually 231 would follow in just nine short years, with 1986 anticipating a record number of 36.

VI. The Faculty:

Of 26 faculty, eleven are enrolled members of the Tribe, (7 females and 4 male). Concerning degrees, 12% have the Doctorate, 23% the Masters, 46% the Bachelors, and 19% the Associates degree. The turnover of faculty is minimal for as the North Central Association easily saw during its accreditation visit, the dedication and the quality of the Faculty if one of the College's strongest points.

VII. College Impact:

SRC has made several major impacts on the reservation community it serves. First, it provides jobs for some 45 individuals, many of whom are enrolled members of Standing Rock. These positions, both professional and para-professional, contribute greatly to the flow of commerce in the community. The College has become a major factor in the economic well being of the Standing Rock Reservation.

Second, SRC provides financial aid for over 260 students, enrolled members of the Standing Rock Sioux Tribe. In turn, these students, while gaining marketable skills, do their business on the reservation contributing greatly to the economic fabric of the area. The vast majority of these students did not always have the opportunity to contribute to economic development. Similarly, graduates have made a significant contribution by obtaining well-paid positions, thus enabling them to develop their own economic base and freedom. Their resultant feeling of self-worth is obvious.

Third, SRC provides formal and informal programs which help individuals and the Tribe with the development of better business and management practices in small businesses, farming/ranching, and taxation. While much informal aid is given, the College needs to expand its efforts in these areas.

VIII. Summary:

In short, SRC has had a major impact on its reservation and the people of the Standing Rock Sioux Tribe. It has contributed to the economic well being, the stability of the work force, and has provided well educated leaders. While these contributions all support and continue to enhance the tribal government's efforts toward self sufficiency and self determination, the educational effects, on perhaps as yet the unborn, will have monumental results. The next decade will see further development in all areas and will support the well being and a better life for all community members.

Words and data say one thing. Attached, however, is a true story that reveals the pathos and struggle for an individual who finally succeeded. It speaks for itself.

"TIGER'S LIFE"

My name is Lavern Tiger, I'm from the small community of Wakpala, SD. I was born and raised there. I should say us, because I am a twin. I have a twin sister, her name is Lorraine (Tiger) Left Hand.

In going back to my childhood, we had a very happy one. I never really remember by mother and father ever having big family problems.

As I got older and started school, those days were the best days of my life. I got into High School and my life started to change. The change was really a big one. First I was a little girl and the next thing I knew, I was a teenager in High School. I dropped out of school because I had gotten married at 19 years of age. It was then that my life began going downhill. Being married for four and a half years I turned to drinking to solve my problems because I could no longer handle them. I didn't know how, because of the lack of education on my part. I started drinking heavy when I was 23 years old. I just didn't care anymore. I felt like I was nobody but a drunk. I went from one marriage to another. I stayed that way for nineteen years or more.

All those years drinking; I never knew how much damage and hurt I had caused for my loved ones, (I was a mother of 11 children). I even lost a son, but this went on for years. I finally hit bottom. I tried to take my own life and lost everything, thinking nobody loved me, not even my children.

My twin sister cared and loved me enough to stay by me through all this but because of her lack of education, she didn't know how to talk to me or to help me. (But she never gave up on me either.) With the help of the hospital Social Worker, Lorraine and the Social Worker together committed me for treatment for the first time in all the years of drinking and suffering. I finally ended up in the treatment center and was angry with my sister for putting me there without realizing the good side of it.

It was there in treatment that I sobered up long enough to get a good look at myself. It was there that my Counselor would say "go to College and make something of yourself". All of my life I have been emotionally unstable (an up and down thing) and it was hard for me to make any kind of a decision and stick to it. (I stayed in treatment for three months). Even after this treatment I always ended up going back into treatment.

In 1971, I started working on my G.E.D. and finally received it.

In 1973, Standing Rock Community College first opened up and my Counselor kept telling me to go to College there. This time to keep him quiet, I went and looked over the College and the courses and made up my mind to go enroll that year. I finished up one year of College, but I went to class drunk at times. I really thought I was a big-shot going to class drunk, but it was there that I ended up with one of the best instructors who made me really take a good look at myself and inspired me to do good in college that year. I will always thank him from the bottom of my heart and most importantly I will always remember him with a heart of "GOLD". I never went to class drunk. From that day on I went to class every day and did my drinking on weekends. By this time I had lost my job drinking every chance I got. I was working at the BIA dorms as a dorm matron. It was 6 years of employment down the drain.

After losing my job that year, I left Fort Yates and went out to Utah to work on the Brigham Young University campus. I worked there for nine months and came back to the reservation in January of 1975. I moved back to Wakpala until May of 1975. I was accepted into United Tribes Employment Training Center (UTETC), in Bismarck. I had been sober for a year, but after going to Tribes, my marriage again was on the rocks. I did very well there academically, but my husband at the time wasn't doing so good, after a while we had bigger problems and I just hit that booze again.

This time, I hit the Alcoholic Director and in order for me to finish there, I committed myself to Jamestown for treatment again. This was the third time I went into treatment. After coming out of Jamestown, I went back to Tribes and that following May of 1976 I graduated from there.

I left for Los Angeles, California. I stayed sober for one more year there and worked as an Alcoholic Counselor. I was there for the years of 1976-77 when I started to drink again and lost two jobs.

In 1978, I had to leave California because I wasn't any better and my mother was real sick. I came back and stayed with my mother. There was pain in my Mothers eyes which I couldn't stand to see. She told me I should stop drinking, I told my mother for as long as she's alive, she will never see me drunk again.

My Mother saw me sober for four years before she died. I was heart broken and wanted to turn to drinking again, but somehow I couldn't. I even wanted to run away but couldn't, something kept me here.

Today, I live my Indian culture every day. I pray every day and I've been sober for nine years now. Within these nine years, I worked for the Standing Rock Sioux Tribe for three years as Head Housekeeper and a Counselor for the Young Adult Conservation Corps (YACC). After that job I worked again for the Headstart Program in Wakpala as a Teachers Aide for eight months. In the meantime, my twin sister, Lorraine, talked me into going back to College. I enrolled for night classes that following Spring. I wanted to be full-time student so I went back as a full-time student and I received my A.A. Degree May 11, 1983.

In the spring of 1983, 1984, and 1985, I went into the Upper Division. In January of 1985, I had problems again and almost went back to drinking. After being sober for eight years, I knew that I had better go back into treatment.

So talking with my instructor at the College and with the help of the staff, I went into treatment for the fourth time for 46 days.

Coming back to the College was hard for me. I had to work hard because I wanted to graduate. My goal was that I worked out my whole life problems to live a new life.

On May 24, 1985, I received my Bachelor Degree from Minot State College through Standing Rock College.

I've been sober now for nine years. My fight has just started only to stay sober for the ones that will see me the way I am now. Most of all my goal is to be an example for all my grandchildren, all other children and to help my Indian people.

At present, I'm the new Director for the Indian Child Welfare Program for the Standing Rock Sioux Tribe. After eight months out of college, I have been hired for this new position. I'm very happy about this job. I've been here for three weeks now but I know that I will always do my best for the people I work with or help.

With this I want to thank the staff at the Standing Rock College for the love and understanding they all had for me in supporting me throughout the years in College. Most of all a great big thank you to Mr. Jack Barden who was always there to help me when I needed it. You will never be forgotten.

Laverne Tiger, Director
Indian Child Welfare Program
Standing Rock Sioux Tribe
Fort Yates, ND 58538

TESTIMONY ON S.2095 A BILL TO REAUTHORIZE THE "TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978", AS AMENDED TO SENATE SELECT COMMITTEE ON INDIAN AFFAIRS

TESTIMONY FOR THE TRIBALLY CONTROLLED COLLEGES OF NORTH DAKOTA

- Standing Rock Community College
- Little Hoop Community College
- Fort Berthold Community College
- Turtle Mountain Community College

By
Gerald "Carty" Monette
President
TURTLE MOUNTAIN COMMUNITY COLLEGE
Belcourt, North Dakota 58316

MARCH 20, 1986
RUSSELL SENATE BUILDING
Room 428-A

TESTIMONY ON REAUTHORIZATION OF THE "TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT OF 1978, AS AMENDED", TO UNITED STATES SENATE SELECT COMMITTEE ON INDIAN AFFAIRS MARCH 20, 1986 ROOM 428-A RSOB

MR. CHAIRMAN AND DISTINGUISHED MEMBERS OF THE COMMITTEE, MY NAME IS GERALD MONETTE. I AM PRESIDENT OF THE TURTLE MOUNTAIN COMMUNITY COLLEGE WHICH SERVES THE TURTLE MOUNTAIN CHIPPEWA OF NORTH DAKOTA.

I THANK THE COMMITTEE FOR THIS OPPORTUNITY TO SHARE MY BELIEF THAT THE TRIBALLY CONTROLLED COMMUNITY COLLEGE ASSISTANCE ACT SHOULD BE RE-AUTHORIZED.

TODAY I AM SPEAKING FOR ALL OF THE INDIAN TRIBAL COLLEGES LOCATED WITHIN THE STATE OF NORTH DAKOTA; THERE ARE FOUR OF THEM -- STANDING ROCK COMMUNITY COLLEGE WHICH SERVES THE STANDING ROCK SIOUX RESERVATION; FORT BERTHOLD COMMUNITY COLLEGE WHICH SERVES THE THREE AFFILIATED TRIBES OF NORTH DAKOTA; LITTLE HOOP COMMUNITY COLLEGE WHICH SERVES THE FORT TOTTEN SIOUX RESERVATION; AND THE TURTLE MOUNTAIN COMMUNITY COLLEGE.

SINCE FY 1980, THE FIRST YEAR FOR WHICH P.L. 95-471 FUNDS WERE RECEIVED, THE NORTH DAKOTA TRIBAL COLLEGES HAVE VISABLY IMPROVED IN ALL AREAS OF OPERATION. DURING THIS TESTIMONY I HOPE TO DEMONSTRATE THESE IMPROVEMENTS AND TO SHOW OUR SUCCESSES AND OVERALL DEVELOPMENT TO THE COMMITTEE.

DURING THE FIRST PART OF THIS TESTIMONY I WILL ATTEMPT TO RELATE SOME OF THE POSITIVE CONTRIBUTIONS WHICH OUR COLLEGES ARE MAKING. PART 2 WILL ADDRESS THE INDIAN STUDENT COUNT PROVISION; PART 3 THE FORWARD FUNDING PROVISION; PART 4 CONSTRUCTION; PART 5 THE ENDOWMENT PROVISION; PARTS 6 - 10 WILL PRESENT STATISTICAL INFORMATION; AND PART 11 WILL PRESENT STUDENT FOLLOW-UP.

1. IF ONE CONSIDERS THE VAST AMOUNT OF FEDERAL MONEY INVESTED ON INDIAN RESERVATIONS AND ON INDIAN PROGRAMS OVER THE LAST SEVERAL DECADES AND COMPARES THAT FIGURE TO THE FEDERAL MONEY SPENT ON THE TRIBAL COLLEGES AND THEN COMPARES THE GENUINE SUCCESS OF THESE PROGRAMS, <u>IT BECOMES CLEAR THAT THE TRIBAL COLLEGES ARE THE BEST AND MOST COST EFFECTIVE PROGRAMS ON INDIAN RESERVATIONS TODAY</u>.

- THE INDIAN TRIBES OF NORTH DAKOTA HAVE ESTABLISHED VERY SUCCESSFUL COMMUNITY COLLEGES. OUR COLLEGES HAVE THE OBLIGATION OF PROVIDING DIRECT COMMUNITY SERVICE TO THE TRIBE. IT IS THE PHILOSOPHY OF OUR COLLEGES THAT EACH INDIVIDUAL IS ENTITLED TO AN EDUCATION. THE COLLEGES PREPARE OUR PEOPLE FOR EMPLOYMENT, FOR A BETTER SALARY WITHIN THEIR PRESENT JOB, FOR TRANSFER TO A FOUR YEAR COLLEGE OR UNIVERSITY, AND PERHAPS MOST IMPORTANT, THE COLLEGES MAKE AVAILABLE TO THE RESERVATION A RANGE OF PROGRAMS THAT PROVIDE LIBERAL AND PROFESSIONAL EDUCATION WITH THE OPPORTUNITY TO ENRICH THE LIVES OF EVERY TRIBAL MEMBER.

- THE EARLY PLANNERS OF OUR TRIBES HAD A VISION, THAT IF OUR INDIAN PEOPLE WERE TO REALIZE SELF-SUFFICIENCY, THAN HIGHER EDUCATION MUST BE AN ESSENTIAL INGREDIENT OF THAT PLAN. THEY WERE RIGHT, THE COLLEGES HAVE BEEN AND WILL CONTINUE TO BE THE BEST INVESTMENT, THE BEST ALTERNATIVE, FOR OUR INDIAN CITIZENS WHO DESIRE AN EDUCATION, BUT WHO LACK ACCESS TO IT.

- LONG AGO, AMERICA REALIZED THAT AN EMPLOYED AMERICAN IS A GOOD AMERICAN. TODAY WE ARE SEEING MORE AMERICAN INDIAN PEOPLE GAIN EMPLOYMENT FOLLOWING TRAINING AT OUR COLLEGES. THE COLLEGES ARE PROVIDING AMERICAN INDIANS ACCESS TO EDUCATION WHICH HELPS THEM SECURE EMPLOYMENT AND TO EARN A LIVING. TRIBAL COLLEGES ARE ADEQUATELY PREPARING TRIBAL MEMBERS TO CONTINUE TO LEARN AND TO TEACH FUTURE GENERATIONS THE VALUE OF EDUCATION.

- <u>THE TRIBAL COLLEGES CURRENTLY OFFER THE BEST HOPE TOWARDS ALLOWING THE AMERICAN INDIAN AND THEIR HOME RESERVATIONS A CHANCE TO SHARE IN THE AMERICAN DREAM</u>.

- THE NORTH DAKOTA TRIBAL COLLEGES OFFER ACCREDITED PROGRAMS OF STUDY. THE FIRST TWO YEARS OF STUDY ARE TRANSFERABLE AND ARE ACCEPTED BY ND COLLEGES AND UNIVERSITIES.

  -TURTLE MOUNTAIN COMMUNITY COLLEGE IS FULLY ACCREDITED.

  -STANDING ROCK COMMUNITY COLLEGE IS FULLY ACCREDITED.

-LITTLE HOOP COMMUNITY COLLEGE IS A CANDIDATE FOR ACCREDITATION.

-FORT BERTHOLD COMMUNITY COLLEGE IS A CANDIDATE FOR ACCREDITATION.

THE NORTH DAKOTA TRIBAL COLLEGES:

--STIMULATE THE ECONOMY OF THEIR COMMUNITY: THE MONEY STUDENTS SPEND ON SCHOOL IS SPENT IN THE COMMUNITY, THEREBY HELPING ECONOMIC GROWTH AND STABILITY. EVENTUALLY THIS RAISES THE STANDARD OF LIVING FOR THE ENTIRE COMMUNITY. FOR EVERY $1.00 OF THE SUPPORT PROVIDED, $4.00 IS RETURNED INTO THE LOCAL ECONOMY.

--PROVIDE ROLE MODELS: BY ATTENDING THE COMMUNITY COLLEGE STUDENTS BECOME EXAMPLES TO YOUNGER STUDENTS. THIS LETS CHILDREN KNOW THAT EDUCATION IS IMPORTANT AND VALUABLE.

--RELEVANT CURRICULUM: SO OFTEN CLASSES IN COLLEGES AT SOME DISTANCE HAVE SO LITTLE TO DO WITH LIFE IN YOUR COMMUNITY. THE COMMUNITY COLLEGE TEACHES THE ACADEMICS WHILE MAKING INDIAN/TRIBAL STUDIES AN INTEGRAL PART OF ALL COURSES OFFERED.

--CLOSE TO HOME: STUDENTS CAN LIVE AT HOME AND DRIVE TO CLASSES, THIS ELIMINATES EXPENSIVE MOVES, UPROOTING FAMILIES FROM JOBS AND SCHOOL, TRIPS BACK HOME ON HOLIDAYS OR FOR ILLNESSES OR DEATHS. LIVING AT HOME HELPS TO KEEP COSTS DOWN.

--INDIVIDUAL ATTENTION: TEACHERS AND STAFF KNOW EACH STUDENT PERSONALLY; YOU ARE NOT JUST A NUMBER OR A FACT WITHOUT A NAME. THERE IS A GENUINE CONCERN FOR EACH STUDENT AS AN INDIVIDUAL.

--RETAIN COMMUNITY INVOLVEMENT AND COMMITMENTS: ATTENDING THE COMMUNITY COLLEGE PERMITS STUDENTS TO REMAIN ACTIVE IN COMMUNITY AND CIVIC GROUPS WHILE ATTENDING. THEY DO NOT HAVE TO GIVE UP THEIR ACTIVITIES FOR TWO YEARS TO GO AWAY TO SCHOOL.

2. INDIAN STUDENT COUNT (ISC) - S. 2095 WILL PROVIDE FOR A MORE REASONABLE AND STANDARDIZED METHOD OF COMPUTING ENROLLMENTS. ALTHOUGH THIS SECTION OF THE BILL IS INCLUDED IN THE CURRENT AUTHORIZATION, IT HAS NEVER BEEN IMPLEMENTED. ISC WILL ALLOW THE TRIBAL COLLEGES THE OPPORTUNITY TO REPORT STUDENT ENROLLMENTS IN A MANNER MORE CONSISTENT WITH ALL POST SECONDARY INSTITUTIONS.

3. FORWARD FUNDING - THE FORWARD FUNDING SECTION WILL ALLOW TRIBAL COLLEGES TO KNOW AND TO PLAN THEIR FINANCIAL RESOURCES ONE YEAR IN ADVANCE. FORWARD FUNDING WILL SAVE THE COLLEGES MONEY AND WILL SAVE THE FEDERAL GOVERNMENT MONEY. IT WILL LEND CONSISTENCY AND CREDIBILITY TO THE OPERATION OF OUR SCHOOLS. IT WILL REDUCE THE CHAOS AND UNCERTAINTY WHICH OCCURS IN THE FALL, WHEN STUDENTS ARE READY TO ATTEND CLASSES, BUT CONGRESS HAS FAILED TO PASS AN APPROPRIATION BILL FOR THE COMING FISCAL YEAR. IT WILL RELIEVE SOME OF THE STRESS TO THE FACULTY AND STAFF BY ASSURING THEM THAT MONEY IS AVAILABLE TO PAY THEIR SALARY AND TO SUPPORT AN INSTRUCTIONAL PROGRAM. IT WILL ALSO ASSURE STUDENTS THAT THE CLASSES NEEDED WILL BE OFFERED AND THAT THE MONEY AND TIME WHICH THEY AND THEIR FAMILIES ARE INVESTING IN OUR COLLEGES WILL BE PROTECTED AGAINST ABRUPT CHANGE.

4. CONSTRUCTION - THE CONSTRUCTION SECTION WILL HELP TO SATISFY THE FACILITY NEEDS OF THE TRIBAL COLLEGES. THE FOUR TRIBALLY CONTROLLED COMMUNITY COLLEGES IN NORTH DAKOTA EACH HAVE A UNIQUE SITUATION WHERE CONSTRUCTION OF FACILITIES IS CONCERNED. OUR ACCREDITING AGENCY, NORTH CENTRAL ASSOCIATION OF SCHOOLS AND COLLEGES HAS ASSESSED A NEED FOR THE CONSTRUCTION OF FACILITIES. AT STANDING ROCK COMMUNITY COLLEGE THE NEED IS MOST PRESSING IN THE OUTLYING COMMUNITIES SERVED ON THE RESERVATION. IF SERVED, THESE SMALL EXTREMELY ISOLATED COMMUNITIES COULD DOUBLE THE STUDENT ENROLLMENT OF THE COLLEGE. TURTLE MOUNTAIN COMMUNITY COLLEGE HAS THE NEED FOR A LARGER AND BETTER EQUIPPED CENTRAL FACILITY ON THEIR MAIN CAMPUS. THIS NEED HAS BECOME MAGNIFIED BY TURTLE MOUNTAIN COMMUNITY COLLEGE'S DRAMATIC INCREASE IN ENROLLMENT OVER THE LAST THREE YEARS. LITTLE HOOP AND FORT

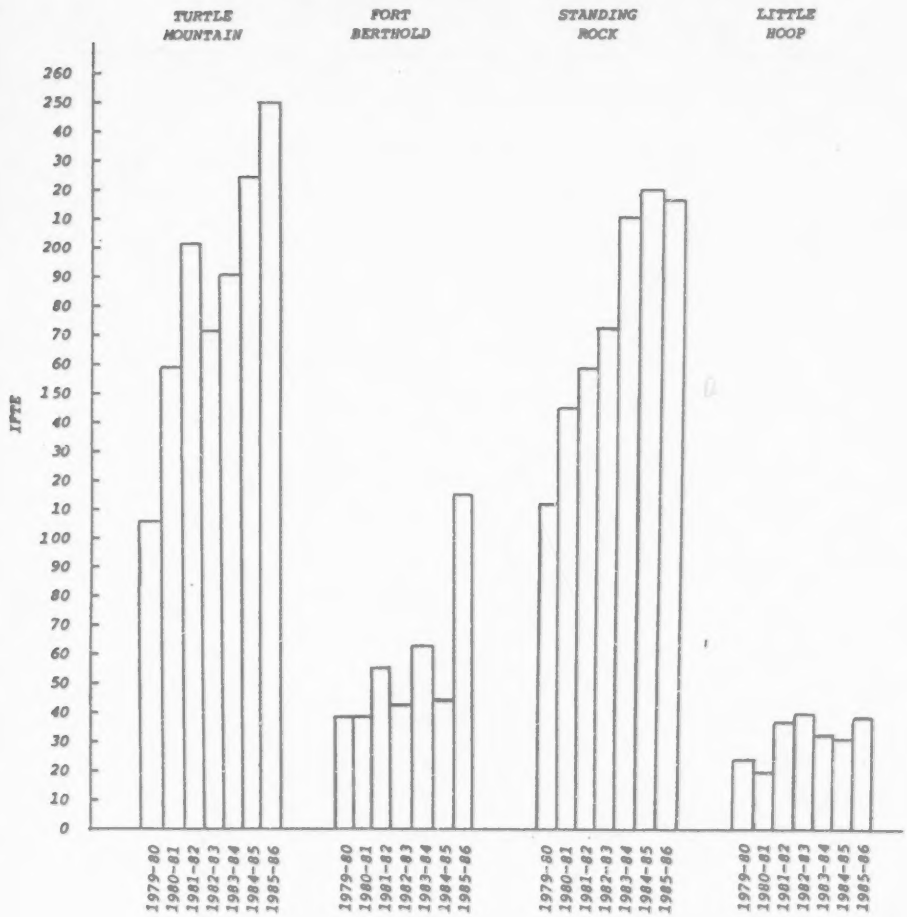
BERTHOLD BOTH HAVE TOTAL FACILITY NEEDS AND IS A MATTER OF GREAT CONCERN TO ITS STUDENT POPULATION. THIS CONCERN WILL MAGNIFY AS THOSES COLLEGES CONTINUE TO GROW AND TO OFFER MORE EDUCATIONAL PROGRAMS TO THEIR COMMUNITY.

AS THE FOUR TRIBALLY CONTROLLED COMMUNITY COLLEGES CONTINUE TO DEVELOP QUALITY EDUCATION THE NEED FOR IMPROVED FACILITIES WILL BECOME INTENSE. THE TRIBALLY CONTROLLED COMMUNITY COLLEGES ARE COMMITTED TO THE DELIVERING OF QUALITY EDUCATION AND IN THE CASE OF PROGRAMS SUCH AS SCIENCE, LANGUAGE LABS, LIBRARIES, AND STUDENT SERVICES, A MODERN WELL EQUIPPED FACILITY IS ESSENTIAL.

AN IMPORTANT BUT OFTEN OVERLOOKED DIMENSION OF THE TRIBALLY CONTROLLED COMMUNITY COLLEGES' NEEDS IS COMMUNITY IDENTIFICATION WITH THEIR COLLEGES AND THE PLACE THEY HOLD IN THE TRIBAL STRUCTURE. THERE IS NO SUBSTITUTE FOR BRICKS AND MORTAR TO ILLUSTRATE THE FACT THAT THE TRIBALLY CONTROLLED COMMUNITY COLLEGES ARE HERE TO STAY AND WILL BE A PART OF THE OVERALL IMPROVEMENT OF THE QUALITY OF LIFE ON THE RESERVATIONS.

5. ENDOWMENTS - S:2095 WILL PROVIDE FOR THE CREATION OF AN ENDOWMENT PROGRAM. ALTHOUGH THIS PROVISION IS INCLUDED IN THE CURRENT AUTHORIZATION, IT HAS NEVER BEEN IMPLEMENTED. THE ENDOWMENT PROGRAM WILL HELP THE COLLEGES TO REDUCE THEIR DEPENDENCY ON FEDERAL FUNDS. IN THE LONG RUN IT WILL ASSURE FISCAL AND PROGRAM STABILITY. THE ENDOWMENT PROVISION WILL STRENGTHEN THE COLLEGES BASE WITHIN THEIR SERVICE AREA BY REQUIRING THAT CAPITAL CONTRIBUTIONS FROM THE FEDERAL GOVERNMENT BE MATCHED WITH A CAPITAL CONTRIBUTION FROM THE TRIBAL COLLEGE. IT TAKES MONEY TO RAISE MONEY. ALL OF THE TRIBAL COLLEGES WOULD LIKE TO REDUCE THEIR DEPENDENCY ON FEDERAL FUNDS. THE ENDOWMENT PROVISION WOULD MAKE FUNDS AVAILABLE TO PARTICIPATING COLLEGES SO THAT LONG TERM, MULTI-YEAR CAPITAL INVESTMENTS CAN BE MADE. THE SAFE GUARDS IN THE ACT WILL GUARD AGAINST ABUSE OF FEDERAL FUNDS.

6. FULL TIME EQUIVALENT INDIAN STUDENTS IN NORTH DAKOTA TRIBALLY CONTROLLED COMMUNITY COLLEGES FOR 1979-80, THROUGH 1984-85, AND PROJECTED FOR 1985-86*



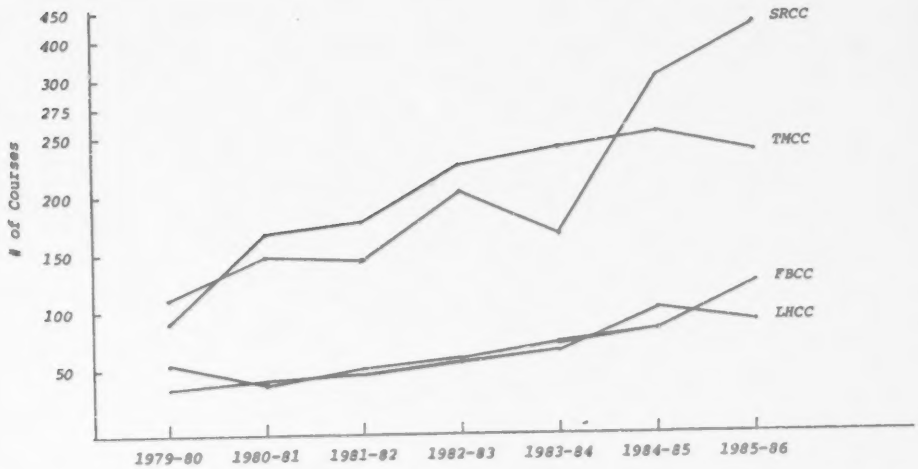
*1985-86 ARE PROJECTIONS

NUMBERS FOR GRAPH

	TMCC	SRCC	FBCC	LHCC
1979-80	106	111	38	24
1980-81	159	146	38	21
1981-82	201	159	55	36
1982-83	172	172	41	39
1983-84	191	213	63	31
1984-85	225	224	44	30
1985-86	250	217	117	38

The information provided in the graphs show steady growth in Full Time Equivalent Indian Students following the 1979-80 school year, the first year in which funds were made available.

7. NUMBER OF COURSES OFFERED BY THE FOUR NORTH DAKOTA TRIBALLY CONTROLLED COMMUNITY COLLEGES FOR 1979-80/1985-86*



*1985-86 ARE PROJECTIONS

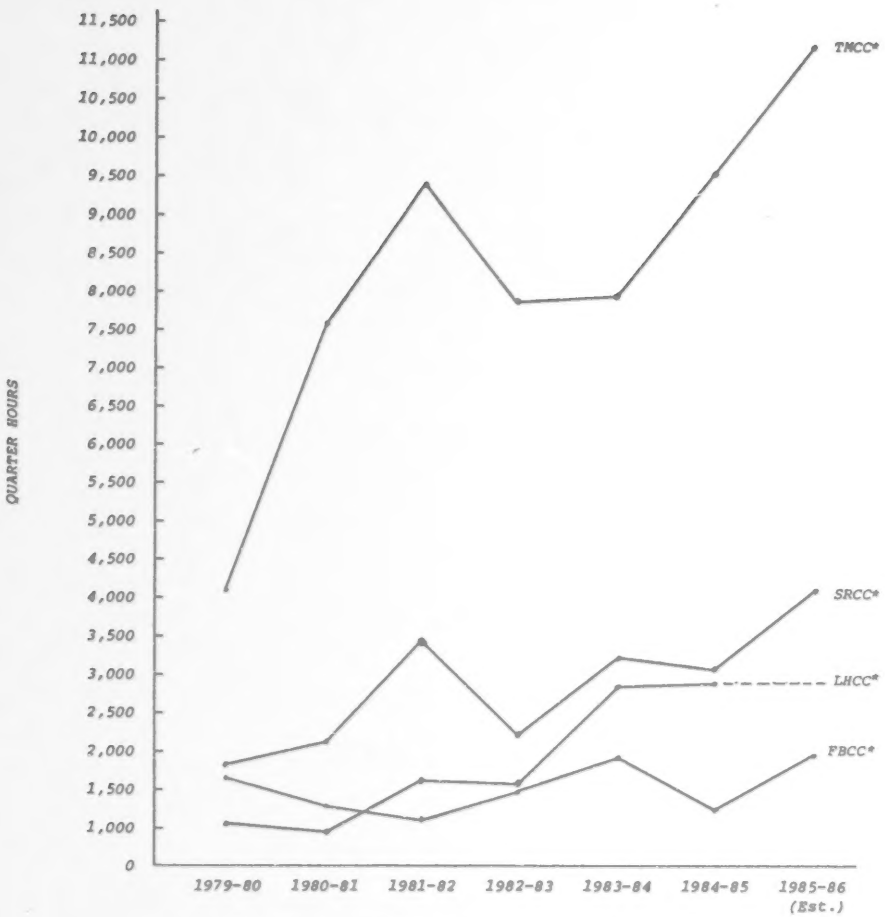
EXPLANATION OF GRAPH

This graph is pretty clear. The number of courses offered at each of the four North Dakota colleges are provided. The numbers are:

	TMCC	SRCC	FBCC	LHCC
79-80	89	112	54	34
80-81	167	148	37	39
81-82	177	144	51	47
82-83	225	201	60	58
83-84	245	157	70	65
84-85	253	301	80	96
85-86	241	426	128	89

8.

CREDITS GENERATED BY THE FOUR
NORTH DAKOTA TRIBALLY CONTROLLED COMMUNITY COLLEGES
DURING THE FUNDING YEARS 1979-80 THROUGH 1984-85
WITH ESTIMATES FOR 1985-86



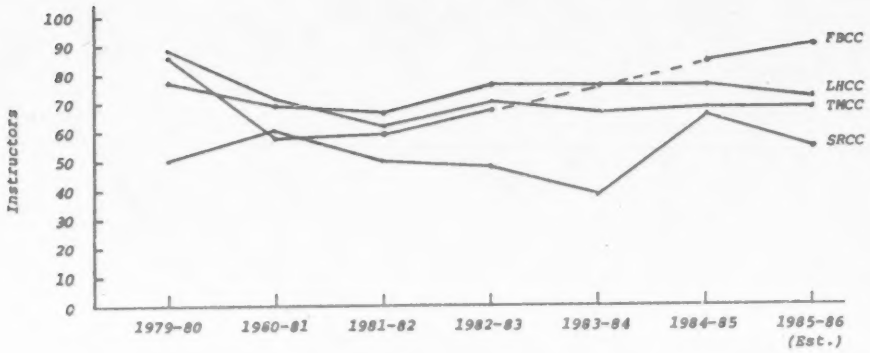
*Converted from Semester Hours to Quarter Hours for comparability.

EXPLANATION OF GRAPH

The sum of Credit Hours Generated at all four North Dakota Colleges are presented in Quarter Hours.

	TMCC	SRCC	FBCC	LHCC
79-80	4164	1788	1575	1035
80-81	7558	2157	1252	903
81-82	9477	3479	1213	1547
82-83	7760	2199	1400	1647
83-84	7983	3206	1806	2808
84-85	9542	3039	1247	2819
85-86	11232	4194	1746	N/A

9. RATIO OF PART TIME TO FULL TIME INSTRUCTORS



EXPLANATION OF GRAPH

This graph takes into account both Full Time and Part Time Instructors.

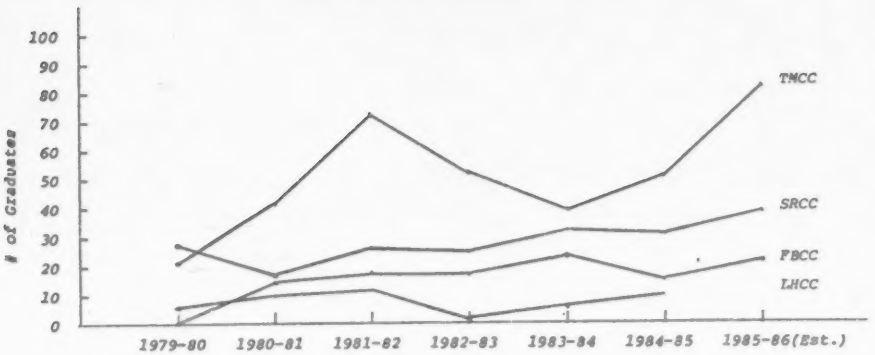
	TMCC		SRCC		FBCC		LHCC	
	PT	FT	PT	FT	PT	FT	PT	FT
1979-80	22	3	12	12	25	4	10	3
1980-81	25	10	19	12	12	9	9	4
1981-82	19	11	14	14	7	5	10	5
1982-83	26	11	12	12	10	5	12	4
1983-84	25	13	17	28	n/a	n/a	12	4
1984-85	27	13	31	16	39	6	12	4
1985-86	27	13	20	17	66	6	10	4

A Ratio for each college was determined by adding Part time and Full time for a given year and dividing the number of Part time by that total.

	TMCC	SRCC	FBCC	LHCC
1979-80	88	50	86	77
1980-81	71	61	57	69
1981-82	63	50	58	67
1982-83	70	50	67	75
1983-84	65	38	n/a	75
1984-85	67	66	87	75
1985-86	67	54	92	71

TMCC, SRCC and LHCC show a leveling off of the use of Part-time instructors while FBCC shows a dramatic increase in Part-time instructors probably caused by the dispersed learning sites.

10. NUMBER OF GRADUATES OF
NORTH DAKOTA TRIBALLY CONTROLLED COMMUNITY COLLEGES
1980 THROUGH 1985
WITH ESTIMATED GRADUATES FOR 1986



EXPLANATION OF GRAPH

The actual number of graduates were used with an estimated figure for 1985-86.

	TMCC	SRCC	FBCC	LHCC
1979-80	21	28	0	7
1980-81	41	17	15	10
1981-82	72	23	17	11
1982-83	52	23	17	1
1983-84	40	31	24	5
1984-85	50	30	14	10
1985-86	81	38	21	n/a

Each of these successful students represent an individual insurance policy against unemployment and virtually assures that one more American Indian will become an effective and contributing citizen of the American democracy. Like many worthy programs, the Tribal Colleges are working toward making the Indian Reservation a better place to live.

At the Turtle Mountain Community College 86 percent of our two year graduates are currently working or are in advanced training, and 94 percent of the vocational graduates are currently working, are seasonally employed, or are in advanced training.

Many graduates and transfer students have earned advanced degrees. Follow-up studies show that Turtle Mountain Community College graduates have a better chance of completing an advanced degree (baccalaureate and above).

11.

STUDENT FOLLOW-UP: WE OFTEN SAY THAT SUCCESS AT OUR COLLEGES MUST BE MEASURED BY THE SUCCESS REALIZED BY OUR GRADUATES AND BY THOSE STUDENTS WHO EARN VALUABLE EXPERIENCE WITH US AND WHO TRANSFER AFTER A LIMITED ENROLLMENT WITH US. ALL OF THE COLLEGES HAVE FOLLOW-UP INFORMATION WHICH DEMONSTRATES THE SUCCESSES OF GRADUATES AND TRANSFER STUDENTS.

SUCCESS IS ALSO MEASURED BY THE WAY OTHERS FEEL ABOUT YOU. OUR COLLEGES ARE STUDENT ORIENTED. ALWAYS TRYING TO DO OUR BEST FOR OTHERS BECOMES VERY REWARDING WHEN OUR STUDENTS ACHIEVE SUCCESS.

FOR EXAMPLE, AT THE TURTLE MOUNTAIN COMMUNITY COLLEGE NEARLY THREE HUNDRED STUDENTS HAVE GRADUATED FROM TURTLE MOUNTAIN COMMUNITY COLLEGE. AS OF THE SUMMER OF 1984, OVER 85% OF THESE FORMER STUDENTS WERE EMPLOYED OR WERE IN ADVANCED TRAINING.

SOME OF OUR FORMER STUDENTS HAVE WRITTEN TO EXPRESS TO US THE MEMORIES AND FEELINGS WHICH THEY HAVE ABOUT TMCC AND THEIR EXPERIENCE WITH US. FOLLOWING ARE SELECTED EXCERPS FROM THEIR STATEMENTS.

Stella Davis - AA, TMCC, 1975
Retired from Government Service, Stella was the first student to complete her entire degree requirements at TMCC.

> ....At age 50 I obtained an AA degree in Liberal Arts and at age 53 I obtained an AA degree in Pre-Law. These degrees were made possible for me by the Turtle Mountain Community College...In my own life I have obtained much satisfaction, pride, and self-confidence...Through me, my children have gained courage to go on to finish college themselves and to obtain good jobs. My own performance in my job was enhanced by the knowledge I gained. I am now retired and involved in community work...The Turtle Mountain Community College has had a very positive impact on the Turtle Mountain Reservation. The college has caused a change in attitudes and has encouraged self-improvement. These attitudes have brought about a progressive reservation. Improvement is evident in the homes and the many businesses on the reservation ...Young high school graduates who may feel uncertain about going to a large college can first take their two years of college here, then go on with courage and self-confidence...Because of this there are less failures and more students going on to successful completion of a college degree. This, of course, causes more gainful employment in better paying positions here or away from the reservation....

Dr. Teresa Delorme, TMCC 1975-1976
Ed.D. UND
Principal, Ojibwa Indian School

....The Turtle Mountain Community College serves the higher education needs of many students in the surrounding area and provides local people with the opportunity to live at home, work, and attend college...Since the Turtle Mountain Community College came into existence, it is possible to perceive a change in the community life. Often, while children are attending elementary and secondary schools, their parents are attending college classes at the community college. The idea that higher education is important has taken root and now permeates the entire community...On a more personal note, I do not believe that I would have had the opportunity to eventually earn a Doctor of Education degree had I not attended the Turtle Mountain Community College. I was one of the first students to participate in the local college program. Had I not had the educational opportunity "lying at my back door", I firmly believe that I would not have been inspired to further my education. Attending the local community college helped me to gain confidence and belief in my ability to participate successfully in a college program. This confidence and belief spurred me on to continue to succeed in graduate as well as undergraduate school...I certainly hope that the community college will continue to operate and provide for the very special needs of the local Indian people as well as for people from the surrounding communities. It certainly is a quality institution and provides a very necessary service to the community....

Mr. Dennis Blue, TMCC 1974
M.Ed. UND
Assistant Principal, Turtle Mtn. Middle School

....The Turtle Mountain Community College needs to be congratulated for the many fine contributions they've provided our community...I must admit that when it was announced there was a community college opening in our community, I felt the people had accepted a formidable if not impossible task. Your determination and self-confidence has become very apparent...I attended the college when it was a branch of N.D.S.U. Bottineau, since that time the college has grown tremendously and has developed a close and unique working relationship with our community and surrounding communities...Last I'd like to say the college has helped me to attain the position I now hold. I strongly feel the staff are all excellent people and very qualified for the positions they now hold....

Mr. Mike Vann, TMCC 1977
B.A. Mayville
Title IV Director, Turtle Mtn. Community School

....I graduated from the Turtle Mountain Community College May, 1978, and continued to pursue an education. While attending the Turtle Mountain Community College I was working for the Turtle Mountain Tribe as CETA In-School Placement Officer and Public Service Employment Coordinator. The classes that I took helped me tremendously in the performance of my duties. The Accounting Classes I took aided me in keeping abreast of the amount of funds that were expended in each category for the CETA program...In June, 1980, I received a Bachelor's Degree in Business Administration from Mayville State

Teachers College; another direct result of my attending Turtle Mountain Community College. I obtained a position as Title IV Director for the Turtle Mountain Community School system in November 1981...Since I've been with the school system, I've notice a lot of teachers who attended TMCC classes, with myself, teaching in the classrooms; not only teachers but teacher aids and various other support staff within the school system; not only in the school system but in other agencies throughout the community. There are TMCC Graduates attending major colleges and universities throughout the state and other states as well...I strongly feel that the Turtle Mountain Community College has had a definite impact on the community in employment, education, living conditions, and has set a presidence for the younger people in that it paves a way for them to continue an education after high school. It has helped me and numerous other people in the community to better themselves and their families....

Ms. Carol Davis, B.S., Mayville
Middle School Teacher
Turtle Mountain Community School

....For the past twelve years I have been a part-time student at the Turtle Mountain Community College and I wish to express my appreciation to you for a job well done. I have attended a state college where I received my bachelors degree and I have done graduate work at the University of North Dakota and I want you to know that I found myself well prepared to compete with students from all over the state because of the preparation I had at the Turtle Mountain Community College...When I received my bachelors degree in elementary education, I had six children ages 1 to 14. Because there was a college located here on the reservation, having a family did not stop me from getting my degree. After earning my teacher certificate I still continued to utilize the Community College in order to meet certification requirements...My husband also attended the Community College and went on to get his degree. He is now a hospital administrator here on the reservation. ...I remember several years back when I had four children in our local school and not one had an Indian teacher. This year I have four children in school and three of them have Indian teachers. All of those teachers are former students of the Turtle Mountain Community College. Our schools are showing a definite increase in professionally trained Indian staff. Our community is a better place, also because we now have some role models of our kids. That 8 to 5 system is no longer a "stranger" in our society because we now have some people who are able to participate....

Ms. Sharon Blue, TMCC, 1978
B.S. UND
Teacher, Ojibwa Indian School

My name is Sharyn Blue and I graduated from the Turtle Mountain Community College. Two of my seven children have also graduated from TMCC...Those of you, aspiring to a dream might be interested in my success. I am proud to have worked hard at TMCC my reward was good grades and a sense of accomplishment...Others, like myself, may have a small doubt in their minds. When I look back (Feb. 1977), it was a most interesting and important decision. I didn't once, well . . . maybe, ever want to quit. When things got rough, I tried even harder...Age is no obstacle at Turtle Mountain Community College.

It is wisdom one earns from trials/failures. From the day you begin you must treat college as a job. It truly is. You will find the advisors helpful and caring...I want to take this time, then, to say thank you to those I've studied with, and to my instructors...I have now taken a very important place in the community...Turtle Mountain Community College turns people like me into appreciative adults who care about Belcourt. Those of you who have chosen TMCC have made an <u>important</u> choice....

Ms. Judy Lassonde, AA TMCC, 1983
UND Student

....Turtle Mountain Community College helped me become a better person. It made me realize how education is an important part of life...With the education I received I will be able to help my family. I will be able to do this through better employment. I feel the community sees me as an educated individual. I am continuing my education and the TMCC courses were all transferable to the University of North Dakota...When I started school at TMCC there was a family member who was attending the institution. He has since graduated from a four year college. When I graduated from TMCC, another family member began to attend and has gone two years and now has transfered to the University of North Dakota. To me TMCC reminds me of a ladder, once you start climbing, you cannot quit until you reach your peak...I feel that the college is a great benefit to the community, because of the fact that more people each quarter are attending classes and graduating from college they are able to receive jobs...As a former student I recommend students to attend Turtle Mountain Community College. It will make a change in your life you will not regret. Take it from the experienced student....

Unsigned letter received in Summer of 1985;

I would like to make it very clear that if TMCC hadn't been here we'd probably be on welfare today. I feel that overall TMCC prepared me pretty well for UND. I am working toward my bachelors degree. If I had a say so in the curriculum, I'd say that the science classes are adequate to very good...My sincere thank you to all the staff at TMCC. No matter how things turn out here, I shall always be grateful and know that it was TMCC that gave me the confidence to keep striving and to never give up!....

RESOLUTION NUMBER 3250-03-86 OF THE DULY ELECTED AND CERTIFIED GOVERNING BODY OF THE TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

WHEREAS, the Turtle Mountain Band of Chippewa Indians, hereinafter referred to as the Tribe, is an unincorporated Band of Indians acting under a revised Constitution and By-Laws approved by the Secretary of the Interior on June 16, 1959, and amendments thereto approved April 26, 1962, and April 3, 1975; and

WHEREAS, by Resolution Number 678-11-72, of the Turtle Mountain Band of Chippewa Indians, the Turtle Mountain Community College was authorized for operation under a tribal charter issued by the Tribe; and

WHEREAS, P.L. 95-471, the Tribally Controlled Community College Assistance Act of 1978 as amended, is the major source of operating funds for the college; and

WHEREAS, the current authorization for the Act concludes at the end of FY '87; and

WHEREAS, the Turtle Mountain Community College is seeking reauthorization of the act; now

THEREFORE BE IT RESOLVED THAT the Turtle Mountain Band of Chippewa Indians support the reauthorization of the Tribally Controlled Community College Assistance Act.

C E R T I F I C A T I O N

I, the undersigned Secretary of the Turtle Mountain Band of Chippewa Indians, do hereby certify that the Tribal Council is composed of nine (9) members of whom five (5) constituting a quorum were present at a meeting duly called, convened, and held on the 12th day of March, 1986 that the foregoing resolution was adopted by an affirmative vote of four (4) in favor with the Vice-Chairman not voting.

Jane Martin, Tribal Secretary

CONCURRED:

William F. DeCoteau, Vice-Chairman

March 12, 1986

Senator Mark Andrews, Chairman
Select Committee on Indian Affairs
417 Russell Building
Washington, D.C. 20510

Dear Chairman Andrews:

Turtle Mountain Community College, located in Belcourt, North Dakota wants to express its support of Re-authorization Bill S-2095 (the Tribally Controlled Community College Act).

Turtle Mountain Community College feels that S-2095 must be re-authorized in order to meet the growing higher education needs of Indian people. In their short history, Indian colleges such as ours, have given many Native Americans a chance to receive an education and employment training they otherwise would not have received.

With the very poor economic condition on our reservation, it is very vital that good higher education be maintained and continually improved in order to provide a better chance of finding and maintaining permanent employment.

It is for this reason that Turtle Mountain Community College supports the re-authorization of Bill S-2095.

Respectfully,

John W. Fiddler
Chairman, Board of Trustees
TURTLE MOUNTAIN COMMUNITY COLLEGE

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